



Australian Government



SMARTER SCHOOL NATIONAL PARTNERSHIPS

Improving Teacher Quality

Low SES School Communities

South Australia

Progress Report 2013

(1 January – 30 June 2013)

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Government
of South Australia

Department for Education
and Child Development

A I S S A



ASSOCIATION of
INDEPENDENT
SCHOOLS of SA



Catholic Education
SOUTH AUSTRALIA

INTRODUCTION

In April 2013, states and territories provided an annual report to the Department of Education, Employment and Workplace Relations (DEEWR) on Smarter School National Partnerships (SSNP) activity in the 2012 calendar year.

This progress report covers SSNP-funded activity from 1 January to 30 June 2013. The progress report focuses on key highlights, case studies as well as milestone activities, as set out in each state and territory bilateral agreements/final implementation plans.

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

STRUCTURE OF REPORT

The progress report has four sections:

- Section 1:** Improving Teacher Quality (ITQ), including Principal Professional Development
- Section 2:** Communities Making a Difference (Low SES School Communities)
- Section 3:** Milestones
- Section 4:** SA Performance Measures for Communities Making a Difference (CMaD NP)

Sections 1 and 2 provide a narrative description of the progress and impact to date for each National Partnership.

The third and fourth sections include tabulated responses to the relevant milestones indicated in state and territory bilateral agreements/final implementation plans and agreed performance measures for the CMaD NP.

Acknowledgement

The national partnership agreements on 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.

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Section 1 – Improving Teacher Quality

Significant Achievements/Highlights – 1 January 2009 to 30 June 2013

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 to build the groundwork on which to implement further reforms in the reward phase of this national partnership, 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 final principal professional development report for January-June 2013.

South Australia has achieved all agreed facilitation reform milestones for the Improving Teacher Quality NP, in addition, achieved all agreed reward milestones. This report concludes the reporting on Improving Teacher Quality NP facilitation reforms.

The major activity of the **Association of Independent Schools of South Australia (AISSA)** was a very successful and extensive leadership and development program for its member schools. 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 having increased capacity and confidence to develop and implement school improvement initiatives to improve students' learning.

The contents of the program changed and developed over the term of the national partnership in regard to the developments in the knowledge of school leaders, the identification of different priorities and opportunities, and the developing education reform agenda. The workshops were designed to ensure a balance between theory and practice.

The program extensively addressed areas of the education reform agenda, particularly the implementation of the Australian Curriculum and enhancing teacher quality, taking into account the Australian standards for teachers and principals and the *Performance and development* framework.

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. The AISSA also provided an early career teacher program through this national partnership. The AISSA program 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 mentoring relationships at the school level and workshops.

Within the **SA Catholic sector** the programs that started during the ITQ NP facilitation phase have been continued into 2013, with support of the 2012 performance-based reward funding. Initiatives undertaken in these programs continue to build school-based capacity for well-planned and sustainable change.

Implementing the Australian Curriculum

The 'community of practice' approach to curriculum implementation and professional learning has been continued in 2013 with two major areas of work. In this model, a multi-pronged strategy comprising expert working groups (from schools and the Catholic Education Office), inquiry-based professional learning and trialling of learning/assessment designs in schools, has already developed a set of performance indicators.

These performance indicators describe performance expectations and characteristics that may be evident in students' work, to depict levels of achievement at each year level in relation to the Australian Curriculum achievement standards. Following the trials of the draft performance indicators, CESA has published the refined versions online and developed further professional learning for school leaders to use at their school.

The three professional learning modules articulate:

- principles of assessment and learning
- understanding assessment
- working with achievement standards.

Four workshops have been scheduled for the period between June and September, to further support the in-school leaders of curriculum change in their role with respect to these aspects of implementing the Australian Curriculum.

Schools have also been invited to join inquiry groups to develop localised implementation plans, tools and exemplars to incorporate Australian Curriculum: cross curriculum priorities and connections between subjects within the humanities and social sciences (HASS) learning area. Schools have self-selected their area of interest (or issue) and will collaborate with consultants to deepen the implementation processes in their school and build the capacity of staff to implement curriculum change. It is anticipated that further groups will be developed.

Early Career Teacher Support program

This year, CESA has maintained support for more than 350 teachers in their first two years of teaching, with provision of two early career teacher consultants. In non-metropolitan schools, early career teachers and their school-based mentors again have been visited at least once per term, as a key component in a program that provides access to a range of professional learning specific needs of these teachers and system accredited modules in online and face-to-face formats.

In 2013 the Teachers Registration Board (TRB) requirements for moving from provisional registration to (full) registration has increased the focus on early career teachers' responsibilities to provide evidence of proficiency against the *Australian professional standards for teachers*.

In partnership with the TRB, the CESA early career teacher consultants have provided professional learning for teachers and school leaders to raise awareness of the requirements. Twenty-six early career teachers attended the first of these workshops, with 44 school leaders participating in a leaders' forum. Feedback from the participants indicated the effectiveness of the information and format, to promote action at schools. A video of the session has been posted online for reference and the school visits have been an opportunity for consultants to monitor the preparations of early career teachers to meet the requirements within the three years. Consultants are using ongoing data to track the registration progress of early career teachers.

Leadership development

Continuous improvement framework for schools – consultation process

Continuing from 2012, the development of proposals for a CESA *Continuous improvement framework for schools* has involved principals and senior Catholic Education Office personnel. Informed by priorities evident from the 2011 CESA review, insights have been gleaned from school improvement frameworks in other dioceses and from government and non-government school systems, both nationally and internationally. The benefits of a continuous improvement framework are through assisting schools to build self-awareness, self-improving, and self-reviewing capabilities and the belief that schools can make a difference to students through improving their learning outcomes.

A reference group was formed to guide the development of the CESA framework and comprises leaders from schools, parent organisations and the CEO. The reference group will give advice throughout the consultation phases and ensure that the framework is co-constructed and owned by all stakeholders. They have provided advice and feedback on those aspects of the framework that are the focus of this phase of the consultation program now in operation.

Professional learning for principals

In response to requests from principals for skill development in providing feedback on teacher performance, funding was provided for all principals to attend a one-day workshop delivered by the Queensland Education Leadership Institute (QeLi) Ltd in partnership with Growth Coaching International. Entitled *Performance conversations: A solution-focused coaching approach*, the workshop introduces an innovative way to building solutions into performance conversations. Principals will develop skills in leading performance conversations and will also have practised a real performance review situation.

The first two workshops were scheduled for 19 and 20 August 2013. To ensure that every principal has the opportunity to attend a workshop, further sessions will be scheduled for first and second term, 2014.

Rural and Remote Leadership Development program

A program customised to address issues and needs of leaders in rural and remote school communities is currently being offered through QeLi supported by a principal consultant, to a total of nine school leaders (including principal, deputy principal and emerging leaders) at Caritas College, Port Augusta.

Indigenous education pathways

Following the development of a draft formal agreement in November 2012, CESA and the University of Adelaide have continued to progress their partnership in 2013. Negotiations continue with Flinders University and the University of South Australia for the provision of support for Indigenous students to undertake teaching/early childhood education programs.

Identification of and networking with Indigenous B Ed students (with a focus upon former Catholic school students) are underway. Through the CISS project officer, the intention is to develop mentoring relationships with Indigenous students indicating an interest in early childhood education and teaching as a career pathway.

Connected learning networks

The CESA *Connected learning networks* project has established a professional learning community for a cluster of school leaders and key teachers focused on improving the quality of teaching and learning in their respective schools. The project draws on national priorities for educational reform and promising practices indicated by research in the field.

In 2013, the multi-faceted model established in previous years has been slightly refined, for several continuing participants and a number of new school leaders and key teachers.

The five core elements of the project enable ongoing collaboration, professional sharing and personalised professional learning throughout the year. The contributions of each component to the overall program are detailed, with 2012 outcomes, in the *Showcase* section later in this report.

1. From Term 1 in 2013, **collaborative learning networks** were formed, consisting of 13 school leaders from 10 schools participating in the *School leaders' network*, with 15 teachers from 12 schools in the *Key teachers network*.
2. Eighty participants from 17 schools registered for the suite of **targeted longitudinal professional learning programs**.
3. An **online collaboration space** has 25 contributors from 10 schools.
4. **Study tours** – five school leaders from five schools undertook a week-long study tour in late June 2013; another five school leaders from five schools will include the ACER Annual Research Conference in Melbourne in August with visits to some Victorian schools relevant to their professional learning interest; 12 key teachers from 12 schools will undertake interstate tours at various times later in the year.
5. **School-based improvement projects** are undertaken by participants of the other components, according to the specific professional learning inquiry they are pursuing.

The **government sector** programs, which were started during the Improving Teacher Quality National Partnership facilitation phase, have been continued into 2013 as initiatives that significantly contribute to school-based capacity for sustainable development of teachers and leaders. The reform programs have successfully raised awareness of the international and local research that recognises that student success depends on the quality of the teacher.

More than 1 400 teachers and leaders have participated in government sector improving teacher quality reform initiatives since the start of 2013. These initiatives have had line of sight to the improving teacher quality outcomes by addressing initial teacher preparation and induction to the profession, recruitment, development and recognition to the critical role school leaders provide in 'leading the teaching and learning' and 'developing self and others'. The government sector has chosen to highlight three initiatives in this report.

Firstly the **implementation of the *Australian professional standards for teachers*** has been embedded into the implementation of the *Australian teacher performance and development framework* through professional development programs, website resources, and marketing through the system wide communication channel. Promoting performance workshops along with a program of introductory workshops for the *Performance and development* framework have supported teachers and leaders to explore how classroom observation and professional conversations can be used to unpack the professional standards within performance and development processes.

Secondly, achievements have been made in the provision of **accredited training for school support staff and administrative leaders**. This has continued to prioritise and address areas such as literacy and numeracy, disabilities, and early childhood learning. The DECD registered training organisation offers 11 courses that

include skill set pathways and full qualifications. In 2013, over 1 500 DECD employees have been enrolled from metropolitan and rural remote schools across the State.

A highlight of the Improving Teacher Quality initiatives has been the expansion of accredited training programs to include the Advanced Diploma of HR Management. The Advanced Diploma program is a nationally recognised qualification for principals, deputy principals, assistant principals, preschool directors and SSO leaders wanting to consolidate their knowledge and skills in human resource management and leadership. Places have been filled in the course indicating its relevance for school leaders in both the administration and curriculum streams.

A third highlight in the government sector is the ongoing development of a comprehensive program of **support for beginning teachers**. Permanently appointed beginning teachers and those appointed to 12-month contracts are supported with an additional 0.1 non-instruction time for the first year of their teaching. Beginning teachers identifying as Aboriginal or Torres Strait Islander heritage are allocated another 0.1, totalling in 0.2 non-instructional time. This resource is managed at a school level to strengthen local induction and support their development of teaching and learning practices.

A range of other resources that offer ongoing opportunities to network and receive support, include the DECD early career teacher Facebook page, local 'meet and greet' events and access to mentors through a teacher mentor register. The premier induction event *connectED* which is held in the middle of the year attracted over 400 participants in 2013. Targeted workshops that have been held for beginning teachers in 2013, included *Developing e-portfolios* and *Moving from graduate to proficient*. Over 100 beginning teachers attended the latter workshop and engaged in learning about the standards and how best to collect evidence of their practice at the proficient level of the *Australian professional standards for teachers*.

DECD sites have contributed to the State evaluation of the Improving Teacher Quality National Partnership. Deloitte Access Economics are conducting the evaluation and the narratives told by site teachers leaders will help to draw the line of site from the reform initiatives to improved teacher quality.

Support for Aboriginal and Torres Strait Islander Students – 1 January 2009 to 30 June 2013

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. Through the **AISSA Leadership** program, principals have been supported through professional learning to consider ways their schools can further embrace Aboriginal and Torres Strait Islander histories and cultures.

In the South Australian **Catholic sector**, the case management of Indigenous students, family consultation and advocacy continues to be enhanced by the use of individual learning plans (ILPs) for all Indigenous students. The construction of the ILPs occurs through a form of professional coaching, with Indigenous education consultants modelling the process with educational staff in local settings.

The CESA Indigenous Education and Vocational Education teams are collaborating to enable Indigenous students to access up-to-date study, career and post-school information and provide opportunities to hear and speak to other Indigenous students.

Government sector initiatives to improve in-school support have been based on a broad strategy to attract, deploy and retain quality teachers to rural, remote and low-SES sites. The strategy included a strong partnership with tertiary providers to increase the number of specialist teachers in science and maths and ensure they were deployed to Indigenous, rural/remote and hard to staff schools.

Building on the tertiary partnerships DECD has worked successfully with University of South Australia to make available a range of teacher education programs that recognise prior learning and enable current Aboriginal employees to engage in higher education learning and a career pathway into teaching. There are currently eight government sector DECD Aboriginal employees being supported to complete initial education training. Review and evaluation of the course will be ongoing over the life of the program.

Together the government sector reforms in the area of teacher preparation, recruitment and induction have strengthened the capacity for DECD site leaders to recognise, develop and attract high-quality graduate teachers into the public sector.

Showcase Examples - 1 January to 30 June 2013

ASSOCIATION OF INDEPENDENT SCHOOLS OF SA (AISSA) LEADERSHIP PROGRAM –

Case study: King's Baptist Grammar

The education landscape is changing and leaders are faced with the reality of supporting their school community through the complexities of this changing landscape and the new national 'school improvement' agenda. The principal of King's Baptist Grammar School acknowledges that participation in the AISSA *Leadership* program 2012 and 2013 has assisted him in developing processes and approaches to facilitate change within his school and to develop a collaborative culture focussed on improving practice and student outcomes.

The most influential aspects included *Creating a performance and development culture*, *Building personal leadership capacity* and *Using the Australian Curriculum as a vehicle for change*.

Dame Patricia Collarbone's workshop, *Using the teacher and principal standards to build teacher capacity and capability* provided resources useful in facilitating the change process within King's and the principal took away two key learnings: Facilitate change rather than impose it and bring about cultural change through the delivery of shared visions and objectives.

Delivery of the Australian Curriculum is a school objective. Implementation of the Australian Curriculum has afforded King's with an opportunity for curriculum and cultural change. The Australian Curriculum is the vehicle through which a collaborative culture focused on improving practice and student outcomes is to become a reality.

With support from the AISSA, the school has been provided with professional learning opportunities focusing on the Australian Curriculum. The effective delivery of the curriculum is being purposively linked to assessment and a coordinated school wide professional learning program to enhance the quality of student learning. This professional learning is helping teachers to develop their learning and teaching programs in line with the Australian Curriculum using an 'understanding by design' approach.

Carol Dweck's research on why people succeed and how to foster success has also influenced King's approach. Dweck shared her research at *Developing growth mindsets*, a workshop of the *Building personal leadership capacity* program and the principal has adopted the concept of a 'growth mindset' rather than a 'fixed mindset'. In a growth mindset people believe that their abilities can be developed through dedication and hard work that utilises each person's generative strengths. This view creates a love of learning and resilience. Essential elements of any change process and concepts central to the work of schools and teachers.

The establishment in 2013 of *'The vision for a teacher at King's'* group is starting to shape the change process. This group comprises volunteers representing school leadership and all the stages of schooling and is leading the school community in developing the shared vision of 'A great teacher at King's...' Next steps include developing a teaching and learning policy and improving student engagement and outcomes.

The journey for King's is in the early stages but with a growth mindset there is optimism that shared visions and objectives will be achieved and new ones established as the education landscape continues to evolve and shape education in Australia.

CATHOLIC EDUCATION SA (CESA) – Case study: Connected learning networks

The *Connected learning networks* project has established a professional learning community for a cluster of school leaders and key teachers focused on improving the quality of teaching and learning in their respective schools. The project draws on national priorities for educational reform and promising practices indicated by research in the field.

Through the five core elements of the project, professional learning programs for leaders and key teachers provide them with a range of understandings, skills and strategies to lead sustainable transformation and enable teachers to adopt and apply research based contemporary practices. Professional learning is longitudinal, allowing schools to build capacity and competency to achieve effective change.

Collaborative learning networks

With the support of the senior education adviser, two learning networks have been established:

- A 'School leaders' collaborative learning network' focused on professional learning to build capacity to lead improvements in teaching and learning in schools
- A 'Key teachers' collaborative learning network' focused on professional learning to build the capacity of key teachers to lead professional learning and support professional enquiry for colleagues.

Targeted longitudinal professional learning programs

Along with the professional learning determined and directed by the leaders' learning networks, the senior education adviser and other specialists provide focused professional learning in key strategic areas of leadership. These include developing targeted school-based plans, research-based effective pedagogies, effective models of professional learning for teachers, and evidence-based approaches to school improvement and change management.

In addition, the senior education adviser and other specialists provide focused professional learning for the key teachers' learning network in key strategic areas of their leadership.

School-based projects

- Each participating school is undertaking a school improvement project targeting identified priorities. Project leadership, professional learning programs, lead teachers' roles and support for principals will all be aligned to the chosen school improvement priorities and project initiatives. The focus of such projects has included implementing Australian professional standards for teachers (AITSL), performance management and continuous improvement, integration of digital technologies in teaching and learning, and Australian Curriculum general capabilities.

Online collaboration space for ongoing connection and dialogue

The learning networks are connected for ongoing collaboration, sharing and dialogue through a dedicated online space provided through Catholic Network Australia. Based on the notion of 'Deep Wikis', the networks are supported to engage with one another between Networks meetings.

Study tours

Three study tours provide leaders with an immersion learning experience where they are able to engage with leaders in other education contexts to share learning and progress on aspects of contemporary learning and teaching.

Outcomes reported by schools in 2012

| Outcomes | Number of schools |
|---|-------------------|
| Enhanced capacities and leadership density to lead change | 10 |
| Improved integration of digital technologies in learning | 7 |
| New policies and strategies to ensure safe, responsible and ethical use of digital technologies | 1 |
| Consistent and comparable assessment practices across the school | 4 |
| Better able to evaluate and improve knowledge of content and teaching strategies | 2 |
| Better able to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements | 3 |
| Better able to plan and lead the development of school-based professional learning policies and programs | 1 |
| Better able to lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning | 3 |
| Improved attendance and retention | 1 |
| Improved NAPLAN results | 2 |
| Integration of digital technologies in teaching and professional learning | 4 |
| Effective implementation of the Australian Curriculum | 1 |
| Application of the Australian professional standards in performance review/appraisal processes | 2 |

DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT (DECD) – *Case study: School centres for excellence*

The DECD *School centre for excellence* program was developed to support the reforms identified in the Improving Teaching Quality National Partnerships agenda using the *Australian professional standards for teachers* as the central resource for the work that was to be done identifying a focus on pre-service teachers and mentor teachers. The use of the term ‘for excellence’ rather than ‘of excellence’ was intentional to define the focus on growth for all involved.

There were three phases in the initial program:

1. Identifying school ‘centres for excellence’ sites. Expressions of interest were sought from rural and low-SES schools that expressed a commitment to mentoring pre-service teachers and hosting extended teaching experience days for selected pre-service teachers
2. Focus on mentor teacher – once schools were identified a range of professional learning activities were offered to those staff who worked with pre-service teachers and the university providers in some capacity
3. Focus on pre-service teachers – a number of funded extended teaching experience opportunities were promoted to final year pre-service teachers in South Australian universities.

The connection with these scholarship recipients has enabled DECD to introduce a range of significant DECD resources and also the *Australian professional standards for teachers* as a key reference and resource for their development in the profession, as a contribution to the quality of the teaching workforce. DECD’s role in supporting the preparation of tomorrow’s teachers continues to develop and also influence the induction for early career teachers and related activities that are under review and development.

The anecdotal feedback from the scholarship recipients is that they appreciated and benefited from the connection to 'the system' that these experiences provide. The unassessed school experiences at the end of their courses, raises their confidence and awareness of their role as teaching professionals who believe they are more 'work ready' as they prepare to seek employment as a teacher, as the following quotes from pre-service teachers demonstrate.

- *"I was able to participate in daily classroom activities, teacher training and behaviour management"*
- *"My professional development is continually growing and from these opportunities I gained firsthand experience in dealing with challenging behaviour, dealing with sensitive information, liaising with parents and building positive relationships within the whole school community"*
- *"My mentor and I spent nearly every NIT session discussing things and digging out useful resources. I compiled a 'starter kit' folder of ideas of what I'll need, what letters to send home to parents at the beginning of the year and just general little classroom things"*

Principal professional development final report

The South Australian *Principal professional development implementation plan*, implemented over the period January 2012 to June 2013, complemented and enhanced the work of the ITQ NP facilitation and reward reforms. All three schooling sectors are involved.

Overview of activities and key achievements

AISSA Leadership program

The Association of Independent Schools of South Australia (AISSA) conducted another extensive leadership and development program for its member schools. 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.

The program has been shaped by the needs of leaders in the sector. Principals were 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.

The program included the following strands:

- High performance leadership: Building personal leadership capacity
- The Australian Curriculum: Creating capacity for transformation in schools
- Creating a performance and development culture: Moving from theory to action
- Leadership development for middle managers
- Leadership and advocacy in early childhood education: positioning children at the centre.

Workshops were designed to ensure a balance between theory and practice. A range of eminent keynote speakers presented current research and theory while school-based practitioners offered examples of existing practice. These workshops provided opportunities to work with Margery Evans, Professor Geoff Masters, Greg Whitby, Robert Randall, Emeritus Professor Alan Reid, Dr Ben Levin, Dr Jim Knight, Dr Deborah Harcourt, Rick Tudor, Lois Peeler, Paul Browning, Craig Glass, Jane Fraser and Dr Barbara Watterson.

From January 2013 there have been 13 workshops with a total of 574 participants bringing the total since July 2012 to 26 workshops with a total of 927 participants.

The Australian Curriculum: Creating capacity for transformation in schools (AISSA)

The support provided to principals by AISSA in the implementation of the Australian Curriculum had as its underlying premise that given outstanding leadership, the Australian Curriculum has the potential to go beyond mere 'implementation' to transform school pedagogy and practice.

The support included the four workshop series *The Australian Curriculum: Creating capacity for transformation in schools*, which was provided by the AISSA to enhance leaders' knowledge, skills and confidence to effectively lead curriculum change through implementation of the Australian Curriculum and to use it as an opportunity to make fundamental school improvement. Areas covered included:

- Creating capacity for transformation
- Quality learning through the general capabilities: Opportunities and challenges
- Leadership for learning and the Australian Curriculum
- Embedding Aboriginal and Torres Strait Islander histories and cultures.

Participants had the opportunity to interact with Greg Whitby, Robert Randall, Emeritus Professor Alan Reid, Rick Tudor, Lois Peeler and Professor Geoff Masters.

In total 165 participants attended these workshops.

The AISSA engaged two consultants specifically to provide individual support to principals in leading the implementation of the Australian Curriculum. This was in addition to other support provided to schools by AISSA with 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 supporting material 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.

On-line professional learning (AISSA)

Keynote presentations from the leadership program were available on-line to principals. Thirteen school leaders were fully funded members of the UK Leadership College, which provided access to online professional development for leaders.

CESA Principal Professional Development project

Commencing in June 2012 and continuing until mid-2013, the parties to the *CESA Principal professional development* project were the Catholic Education Office (CEO), the South Australian Catholic Primary Principals' Association and the Association of Principals of Catholic Secondary Schools.

The project had four main components:

1. Collaborative learning projects
2. Showcase forum
3. Building school improvement capacity forum
4. *Cultural proficiency* program

Collaborative learning projects

The collaborative learning projects were framed by the five professional practices of the *Australian professional standard for principals*. Each collaborative learning project involved a cluster of current and emerging principals pursuing a negotiated professional inquiry question. Through this team process, learners supported and collaborated with each other to achieve an agreed common goal, through interaction with their peers.

The principals' associations received funding to establish six collaborative learning projects (CLP), to provide opportunities for current and aspiring leaders to:

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

The six professional inquiry questions were:

1. Within the rural context what do we as principals of rural schools need to know, understand and do to build the capacity and sustainability of middle level leadership to support continuous improvement in teaching and learning?
2. As a principal, what do I need to know, understand and do to ensure that the professional learning model in my school is rigorous and effective and results in enhanced student performance?
3. As a leader of teaching and learning what do I need to know, understand and do to build the capacity of my school leadership team to work together to achieve whole school improvement?
4. As a leader of teaching and learning what do I need to know to inspire confident self-reflecting teachers in order to sustain high quality teaching and learning?
5. As a leader of teaching and learning what do I need to know and understand about how feedback together with effective instruction can enhance learning in the classroom?
6. As school leaders what do we need to know and understand in order to lead and challenge our school communities to integrate ICTs to enhance contemporary learning?

Two of the projects had a primary school focus, and four projects centred on secondary schools. Thirty of the 103 SA Catholic schools were represented by the 30 principals and 12 emerging principals participated in a CLP.

Each collaborative learning project submitted a final report. In addition, the two principal associations provided a formal report to the CEO outlining the benefits, success factors and challenges associated with the project.

These reports indicated the following overall benefits for principals:

- Professional expertise – this project facilitated access to high quality professionals who provided expert knowledge, individual direction, visioning and support
- Collaboration – this project provided opportunities for principals to work collaboratively and supported the development of collegial support and mentoring
- Sustainability – because projects were based on individual needs of principals and their schools, this has led to sustained change and growth at the school level
- Current best practice – the research component encouraged learning about current best practice and contemporary education issues
- *Australian professional standard for principals* – a greater understanding of the standard was a key outcome of this project.

Key success factors of the CLPs

- The involvement of the two principal associations enabled the projects to support the work of principals in their schools. Each CLP topic could be ‘nuanced’ to meet the specific needs of each principal whilst still addressing the common professional inquiry question.
- The projects were identified and chosen by principals to meet their specific needs and contexts.
- The CLPs encouraged ‘ownership’ by principals, which led to commitment, self-reflection, and

professional development.

- The 'expert partners' who worked with each CLP provided expert input, up-to-date research and knowledge and informed advice which ensured that the professional learning was high quality, relevant, evidence-based and collaborative.

One of the collaborative learning projects became involved in an additional project with AITSL, investigating the potential advantages to principals of participating in online learning programs. This is a joint project between CESA and DECD and is led by Adjunct Professor Helen Nixon and Dr Rosie Kerin, together with international researcher Dr Alma Harris. The research question is: How do online professional learning opportunities and resources, augmented by a specific focus on self-reflection and appraisal, inform principal knowledge, understanding and practice?

Three principals are involved in this project, which will cease in September 2013.

All the collaborative learning project reports were published online through the CESA Intranet for all Catholic school principals.

Showcase forum

The CESA PPD showcase took place on 20 May 2013 and provided an opportunity for all collaborative learning projects (CLPs) to share their learning with all Catholic schools.

Thirty principals and eight emerging principals, from 38 SA Catholic schools attended, with the showcase presentations focused on the professional inquiry questions of each of the six collaborative learning projects: The showcase presentations were distributed to all Catholic school principals.

Building school improvement capacity

The original contract with DEEWR committed CESA to presenting one forum on building school improvement capacity.

The first forum, held in November 2012, was entitled 'Leading learning – How to get there from here?' and led by Dr Ben Jensen, Grattan Institute and Vic Zbar, from Zbar Consulting. Both are prominent specialists in the area of school improvement.

Due to the success of the first forum, and in response to significant feedback and interest from principals, an additional forum was held in March 2013. Vic Zbar facilitated the second forum with a particular focus on theories of action for school improvement.

By addressing local and international issues and research, these two forums provided high quality learning experiences through the services of recognised experts in school improvement and change management. Across the two forums the participants consisted of 73 principals and 31 emerging principals from 97 SA Catholic schools.

The forum papers were published online through the CEO Intranet for all Catholic school principals.

Cultural Proficiency program

Cultural proficiency is one of the five CESA Indigenous education strategic priorities, the others being *Effective teaching and learning*, *Wellbeing and resilience*, *Personalised learning*, and *Community engagement and connection*.

Five Catholic schools, with fewer than five Indigenous student enrolments each, were involved in the NPPPD *Cultural proficiency* program. Funds from this program supported (in part) each of these five schools to undertake a *Dare to lead school snapshot* audit, completed in 2012.

Early in 2013 the leadership teams of these schools were invited to contribute to a cross sector review of the CESA Indigenous education strategic priorities, through a meta-analysis of the *Dare to lead* snapshots (audits). A workshop will be held on 4 July 2013, at which an external evaluator will facilitate a process where session participants will:

- a) share a preliminary analysis of the *Dare to lead* snapshot report
- b) summarise the learning gleaned from the report
- c) outline their next steps.

This professional learning experience will provide participants with an effective model with which to apply data, in order to determine trends and strategic reforms across the sector and also at the school level. The processes applied will be easily transferable across school communities and to leaders' own specific context and agendas.

DECD Principal professional development programs

The **DECD** *Principal professional development* programs were shaped around three priorities:

1. Catering for the specific needs of categories of principals
2. Focusing on the development of Aboriginal leaders
3. Enabling experienced leaders to mentor new leaders.

During 2012 leadership programs that cater for the specific needs of the following principal categories: aspiring, new, current, and high performing leaders were further developed. These programs identified resources and provided blended professional learning experiences ie, combination of full day face-to-face workshops and online sessions. Evaluation of workshops and between-session activities resulted in programs being refined for 2013 to ensure they remain relevant, collaborative, futures focused and sustained. During 2013:

- 104 aspiring leaders are attending the QSchool program
- 37 new leaders completed the Leaders induction program
- 125 experienced principals, identified as high performing, have attended the accredited programs focusing on mediation, conflict resolution and effective time management leadership programs.

In 2013 researching and mapping of current national and international programs has continued and informed the development of projects for high performing principals.

Additionally in 2013, there has been a continued emphasis on the *Australian professional standard for principals*. While all principal professional learning programs have been aligned with the standard, the release of a new principal position and role statement using the standard's five professional practices has created demand for further examination of the standard. Workshops on the standard have been conducted with 170 aspiring and 280 current leaders in both metropolitan and rural regions. These workshops have introduced the online self-reflection tool, which enables leaders to gather evidence of achievement within the standard's five professional practices.

The establishment of leadership development/assessment centre and the appointment of a manager will contribute to the exploration of innovative strategies to identify a talent pool of prospective principals. A trial development program has been created and approved for 20 current and aspiring leaders. The outcomes of this trial will be reported in December 2013 will inform the larger principal assessment and development program to be implemented from 2014.

The emphasis on the development of Aboriginal leaders continued in 2013. Following the 2012 appointment of a leadership consultant with expertise in working with Aboriginal teachers and leaders, the register of Aboriginal teachers and leaders has been maintained in 2013. This register has been used to provide information to these aspiring leaders and teachers about professional development opportunities and support them to apply for and take up opportunities. Two Aboriginal leaders have participated in principal professional development programs in the first half of 2013. Leadership resources, materials and workshops have supported four new leaders working in Aboriginal schools. In 2013, DECD has further developed, promoted and supported professional development opportunities for Aboriginal teachers wishing to become school leaders in DECD schools. In 2013, two aspiring leaders have been selected through the *Dr Alitya Rigney Aboriginal Leadership scholarship* program to participate in intensive leadership development, work shadowing and mentoring programs.

In 2013 the accredited mentoring program and enhanced work shadowing opportunities extended the program, initiated in 2012. Forty-five highly experienced leaders, who had completed the two-day mentoring workshop (with over half receiving accreditation in the competency-based *Australian quality training framework*, Advanced Diploma unit entitled *Provide mentoring support to colleagues*), continued their role as mentors to less experienced leaders. They attended, with their mentee, an additional workshop on mentoring and hosted their mentee in five days of work shadowing. They will present their reflections at the end of 2013. This year an additional 11 high performing principals have been identified to participate in the mentoring course and matched with 11 leaders in their first three years of leadership.

| Description of activity (module) | Milestones January – June 2013 | 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 <i>Australian professional standard for principals</i> • Supporting principals to lead institutional change to enable implementation of Australian Curriculum • Local priority • Regional and remote | <p>At least 8 events</p> | <p>ACHIEVED</p> <p>The <i>AISSA Leadership program 2013</i> includes keynote addresses and workshops. Areas covered until 30 June 2013 included the following:</p> <ul style="list-style-type: none"> • High performance leadership: Building personal leadership capacity • The Australian Curriculum: Creating capacity for transformation in schools • Creating a performance and development culture: Moving from theory to action • Leadership development for middle managers • Leadership and advocacy in early childhood education: Positioning children at the centre. <p>Presenters included: Margery Evans, Professor Geoff Masters, Greg Whitby, Robert Randall, Emeritus Professor Alan Reid, Dr Ben Levin, Dr Jim Knight, Dr Deborah Harcourt, Rick Tudor, Lois Peeler, Paul Browning, Craig Glass, Jane Fraser and Dr Barbara Watterson.</p> <p>From January 2013 there have been 13 workshops with a total of 574 participants bringing the total since July 2012 to 26 workshops with a total of 927 participants.</p> <p>All principals in the independent sector had 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</p> | <p>At least 3 events</p> <p>Mentoring provided to principals on leading the</p> | <p>ACHIEVED</p> <p>The <i>AISSA Leadership program 2013</i> includes keynote addresses and workshops on The Australian Curriculum: Creating capacity for transformation in schools, with 4</p> |

| Description of activity (module) | Milestones January – June 2013 | Progress against milestones to date |
|---|---|---|
| <p>curriculum priorities.</p> <p>The program will include keynote presentations, workshops, facilitated discussions with small groups of principals and individual mentoring for principals.</p> <p>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.</p> <p>(AISSA)</p> <p>PRINCIPLES</p> <ul style="list-style-type: none"> • Align with <i>Australian professional standard for principals</i> • Supporting principals to lead institutional change to enable implementation of the Australian Curriculum • Local priority • Regional and remote | <p>implementation of the Australian Curriculum</p> | <p>workshops held by 30 June 2013.</p> <p>Areas covered included:</p> <ul style="list-style-type: none"> • <i>Creating capacity for transformation</i> • <i>Quality Learning through the general capabilities: Opportunities and challenges</i> • <i>Leadership for learning and the Australian Curriculum</i> • <i>Embedding Aboriginal and Torres Strait Islander histories and cultures</i> • <i>Leading assessment reform and the Australian Curriculum.</i> <p>Presenters included: Greg Whitby, Robert Randall, Emeritus Professor Alan Reid, Rick Tudor, Lois Peeler and Professor Geoff Masters.</p> <p>There were 165 participants.</p> <p>Two mentors for principals on leading the implementation of the Australian Curriculum worked with individual principals. Mentoring was offered to all principals, including the opportunity for ‘in school’ mentoring. The mentors worked with the majority of principals.</p> |
| <p>Principals to have the opportunity to access professional learning through the use of online technology, including principals in regional areas</p> <p>A key focus will be on providing opportunities for principals in regional areas to remotely access professional learning provided in Adelaide and possibly elsewhere.</p> <p>(AISSA)</p> | <p>Opportunities to access professional learning through the use of online technology offered to principals</p> | <p>ACHIEVED</p> <p>13 school leaders were provided with access to the UK Leadership College via information technology.</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 January – June 2013 | Progress against milestones to date |
|---|---|---|
| <p>PRINCIPLES</p> <ul style="list-style-type: none"> Align with Australian professional standard for principals Supporting principals to lead institutional change to enable implementation of the Australian Curriculum Local priority Regional and remote Share outcomes of collaborative learning online | | |
| <p>Collaborative learning projects</p> <p>Collaborative learning projects will be framed by the five professional practices of the <i>Australian professional standard for principals</i> as contextualised by the sector imperatives arising from the 2011 Catholic Education South Australia (CESA) <i>Review of services</i>, 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> | <p>6 collaborative learning projects established</p> <p>Final reports from each collaborative learning project published online</p> <p>Summary showcase held Showcase presentations distributed to all principals</p> | <p>ACHIEVED</p> <p>6 collaborative learning projects (CLPs) were completed with the South Australian Catholic Primary Principals Association (SACPPA) and the Association of Principals of Catholic Secondary Schools (APCSS).</p> <p>30 principals and 12 emerging principals participated in the 6 collaborative learning projects.</p> <p>All 6 collaborative learning project reports were published online through the CESA Intranet for all Catholic school principals</p> <p>A showcase to disseminate the outcomes of the 6 collaborative learning projects was held on 20 May 2013.</p> <p>56 people attended the showcase, of whom 38 were principals/emerging principals</p> <p>Additional activity – 3 principals from one of the</p> |

| Description of activity (module) | Milestones January – June 2013 | Progress against milestones to date |
|--|--------------------------------------|--|
| <ul style="list-style-type: none"> align with <i>Australian professional standard for principals</i> share outcomes of collaborative learning online be accessible to leaders of regional and remote schools address either <i>Supporting principals to lead institutional change for implementation of the Australian Curriculum (1, 2)</i>; OR <i>Strategies for interacting more productively with local Aboriginal and Torres Strait Islander communities (1)</i>; OR <i>Local priorities (1, 2, 3 & 4)</i> | | <p>collaborative learning projects are currently engaged in an action research project initiated by AITSL. The project includes the involvement of local and international university experts. This project will be completed by September 2013</p> <p>Feedback from CLP reports indicates that this milestone was fully met</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. (CESA)</p> <p>PRINCIPLES</p> <ul style="list-style-type: none"> Align with <i>Australian professional standard for principals</i> 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>Forum papers published online</p> | <p>ACHIEVED A successful <i>Building school improvement capacity forum building</i> entitled <i>Leading learning – How to get there from here?</i> was held on 8 November 2012.</p> <p>80 principals/emerging principals/CEO staff attended this forum</p> <p>Additional activity – As a result of strong and positive feedback from principals after the first forum, a further event was held on 15 March 2013. This forum explored <i>Theories of action</i>, which lead to more effective teaching and included a tool for enhancing current strategies around school improvement</p> <p>52 principals/emerging principals and CEO staff attended this forum</p> <p>These forums were planned in consultation with the primary</p> |

| Description of activity (module) | Milestones January – June 2013 | Progress against milestones to date |
|---|--|---|
| | | <p>and secondary principals' associations (SACPPA and APCSS) and other stakeholders to ensure maximum relevance and benefit for principals</p> <p>The forum papers were published online through the CESA Intranet for all Catholic school principals Feedback from forum participants indicates that this milestone was fully met</p> |
| <p>Prioritise the development of Aboriginal leaders Establish strategies to support participation of Aboriginal teachers and leaders. (DECD)</p> <p>PRINCIPLES</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>(Advance Diploma 4 x 1 full day workshops for current leaders</p> <p>Leaders Induction 5 x1 full day workshops for new leaders</p> <p>2 x1 full day workshops for aspiring leaders)</p> | <p>ACHIEVED</p> <p>During 2012 a leadership consultant was appointed to encourage Aboriginal teachers and aspiring leaders to take up leadership development opportunities. A register of more than 100 leaders and teachers who identify as Aboriginal/Torres Strait Islander was established and information about professional development opportunities and supporting them to apply for and take up the opportunities.</p> <p>This process has been retained for 2013 and has resulted in 1 Aboriginal person attending the aspiring leaders program and 1 Aboriginal leader enrolling in the Advanced Diploma.</p> <p>In 2013, 3 new leaders from the Anangu Pitjantjatjara Yankunytjatjara (APY) lands have participated in the <i>Leaders induction</i> program. 1 other leader from the APY lands is part of the <i>Work shadowing/Mentee scholarship</i> program and has enrolled in the Advanced Diploma</p> <p>In the first half of 2013 DECD has further developed, promoted and supported professional development opportunities for Aboriginal teachers wishing to become</p> |

| Description of activity (module) | Milestones January – June 2013 | Progress against milestones to date |
|---|---|---|
| | | <p>school leaders in DECD schools.</p> <p>2 aspiring leaders have been selected through the Alitya Rigney Aboriginal <i>Leadership scholarship</i> program to participate in intensive leadership development and mentoring programs</p> |
| <p>Exploring innovative strategies to identify a talent pool of prospective principals through the establishment of leadership development/ assessment centre. (DECD)</p> <p>PRINCIPLES</p> <ul style="list-style-type: none"> • Align with <i>Australian professional standard for principals</i> • Local priority | <p>Research and trial with 20 leaders to inform larger development program for aspiring leaders</p> | <p>ACHIEVED</p> <p>A manager has been appointed for the Development Centre. Research into assessment and development centres has been conducted. The mapping and alignment with the standard of development opportunities is now complete</p> <p>A trial development program has been created and approved for 20 current and aspiring leaders. The outcomes of this trial will be reported in December 2013 will inform the larger principal assessment and development program to be implemented from 2014</p> |
| <p>Engage principals in using the <i>Australian professional standard for principals</i> to create a new position and role description by providing opportunities for participation in Capacity 2 processes. (DECD)</p> <p>PRINCIPLES</p> <ul style="list-style-type: none"> • Align with <i>Australian professional standard for principals</i> • Sharing outcomes of collaborative learning on-line • Local priority • Regional and remote | <p>12 ‘regional change champions’ trained in Capacity 2 process</p> | <p>ACHIEVED</p> <p>The new principal position and role statement has been developed.</p> <p>The online self-reflection tool, which enables leaders to gather evidence of achievement within the standard’s 5 professional practices and to critically reflect on their development, has been workshopped with leaders in both metropolitan and rural regions.</p> <p>Workshops on the standard have been conducted with 170 aspiring and 280 current leaders.</p> |

| Description of activity (module) | Milestones January – June 2013 | Progress against milestones to date |
|----------------------------------|-----------------------------------|-------------------------------------|
| | | |

Section 2 – Communities Making a Difference (Low SES School Communities)

Significant Achievements/Highlights - 1 January to 30 June 2013

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)
- through ‘individualised targeted support’ strategies and approaches for students who are disconnected and disengaged from learning and education pathways (government sector).

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 2010, the **AISSA** School Review and Development team was established and a diagnostic review methodology was developed. The School Review and Development team has since undertaken and completed diagnostic reviews in seven schools to help them identify areas of improvement. By 2012, the majority of schools have acted on these reviews and continued to roll out elements of their school improvement plans directly related to these reviews conducted in 2010. School principals continue to work with AISSA and external expertise to implement changes identified in the school improvement plans. Two schools have reviewed their school improvement plans and are currently making further adjustments in line with the progress already made.

By 2013, all of the school reviews were in place and are still actively implemented/followed. All seven schools placed considerable focus on literacy and numeracy improvement, whole-school curriculum planning with the Australian Curriculum and the *Australian professional standards for teachers*. Within this, four schools also placed a focus on improvement on learning in the early years by implementing an oral development program called the *Hanen* program (see summary below). One school this year has used CMAD funding support to further target its focus on the *Australian professional standards for teachers* by working with an international coaching consultant, GCI. (See case study)

Other significant support continues to assist schools with their whole school numeracy, literacy and curriculum planning approaches. In 2013 these initiatives included the following:

1. Implementing the Australian Curriculum and training staff accordingly
2. Aligning ELC curriculum and college curriculum through support of AISSA teacher planning
3. Establishing reference groups for literacy, numeracy, reporting and assessment to function to develop whole-school strategies

Many schools have taken up a focus on differentiating curriculum as described by the *Australian professional standards for teachers* (1.5 ‘Differentiate teaching to meet the specific learning needs of students across the full range of abilities’).

Ongoing workshops on *Assessment for learning*, along with generic programming and unit planning professional continue to be conducted in three schools with a particular focus on 5.1 and 5.2.... *Assess, provide feedback and report on student learning*. Two schools continue to receive extensive assistance to develop their curriculum in line with the Australian Curriculum and to align their pedagogy to working

with the Australian Curriculum achievement standards. Other support areas for schools included topics around:

- student diversity and the Australian Curriculum
- instructional coaching within the school setting
- unit planning for English, mathematics, science and history and phase 2 Australian Curriculum subjects
- digital resources diversification – online repositories
- assessment using achievement standards of the Australian Curriculum
- general capabilities and cross curriculum priorities with particular focus on mathematics and science along with primary integrated learning units
- unpacking Australian professional standards for teachers and collecting evidence particularly at the proficient and highly accomplished career stages
- teacher appraisal and planning for the next stage of professional growth
- use of the Australian Curriculum achievement standards to determine student performance
- building leadership capacity in one school where there has been a change of principal and subsequently broaden their leadership capacity to ultimately improve overall school performance.

The majority of schools have now made significant progress with their *Learning and teaching program, curriculum review* and building their teaching and learning capacity with information and communications technology. In addition, three schools that carried out teacher appraisal using a model developed through CMaD funding have in 2013 effectively built on those appraisals.

The 2012 parent workshop series undertaken by one school, focusing on early intervention strategies for young learners, including Indigenous students, which has seen great improvement in the attendance of Indigenous students at this site in 2013.

Another school attributed their improvement in learning outcomes to the CMAD-funded work around data for teaching and learning beginning in 2011. From the outset of the project the aim was to provide more targeted teaching from teachers by equipping them with the information about student learning.

As a result of this project, this school was able to adapt the *First steps writing continuum* onto to spread sheet for teachers so that cohorts of students could be tracked as well as individuals. It also provided a much more user-friendly way to see trends that may be developing within cohorts. Finally it gave teachers information at their fingertips that they could use to inform their teaching. During this project, the school triangulated data with the aim of supporting students to develop in their writing. The three sources of data were NAPLAN results, independently marked writing pieces and the first steps continuum results. The school then developed forms for recording the results of the triangulation as well as an action plan to implement change within the classroom. The area highlighted across the triangulation within student writing was the ability to generate ideas. In 2013, they have continued on our journey with this focus by training all junior school staff in the Australian Curriculum ‘capability’ of critical and creative thinking.

External specialists including speech pathologists, occupational therapists, psychologists, social workers and behaviour management experts have continued to provide services in country areas.

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

- Support with applications for student assessment
- Support with applications for student verification
- Support with writing individual student support plans
- Support with enrolment policy/procedures for students with disabilities
- Support with post-school transition for students with disabilities
- Transition support: preschool to school, primary to secondary and school to school

- Clarification of DDA guidelines and advice to school principals around students with disabilities, including Indigenous students
- General and specific advice re classroom strategies and curriculum access for students with complex needs
- Advice around whole school support for students with disabilities
- Liaising with principals and lead teachers re individual students and curriculum issues.

The implementation of the *Hanen* program through assigned speech pathologist: Summary of Improvements

The internationally acclaimed *Hanen* program provides early childhood educators with the knowledge and skills needed to support young children's language development. In addition to the professional learning, a speech pathologist with early childhood experience provided additional support at the school, working with the staff to implement the *Hanen* principles and support programming for the development of oral language and play skills. This includes facilitating optimum opportunities for children for communication and social development by identifying children's conversational styles and the roles teachers play in interactions, and helping children to become better conversation partners. This fits in with the *Early years learning* framework of Outcome 5: Children are effective communicators – children interact verbally and non-verbally with others for a range of purposes.

Portside Christian College

The early childhood staff from Portside Christian College attended the two days of training at the end of 2012 with the program starting in Term 1, 2013. The college was provided with two days of support in Term 1 and one day of support in Term 2. Two Reception classes and the Early Learning Centre have been involved in the program. In the first term there was more observation of the classrooms and centres and the focus children than change in practise. The staff completed the action plans and the teachers were provided with advice on strategies that could be used in the classroom and centre.

There was evidence of changes in practice and growth in Term 2. Classrooms have been intentionally re-arranged to better facilitate social conversation and development, and have become more intentional in facilitating the 'focus' child's language and social development.

Observation of students during play opportunities has led to the development of student centred action plans that describe and facilitate the 'focus' child's language and social development.

Murraylands Christian College

Murraylands Christian College commenced this program at the start of 2013. In the first term both the Reception and Early Learning Centre teachers were observed in the classroom using the strategies from the program to facilitate the 'focus' on children's communication and social development. Strategies introduced through *Hanen* training have increased children's confidence in talking, and in positive peer-to-peer interactions.

Changes in staffing at this school's Early Learning Centre will see additional visits planned to support the development of teacher skills.

Consistent with the agreed Implementation Plan for the **SA Catholic sector**, and based on the phased allocation of Australian Government funding, the number of Catholic schools participating in the Communities Making a Difference National Partnership has decreased from 23 in 2012 to 12 in 2013. The 12 continuing schools are those with lowest SES rankings in the sector and were the first schools to begin in the CMA D NP in 2010.

These schools have benefited greatly from the opportunity for direct interactions with Professor Michael Fullan in the past three years. The in-school processes for development of strategic plans for school improvement are now considerably more efficient, with more purposeful use of student assessment data to identify trends or areas for improvement, coupled with recognition of the need to persevere with strategies to achieve whole school change that can persist in the longer term.

Encouraged by the CESA CMA^D team and in implementing the ideas of Prof Fullan, these schools are developing strategic plans that give priority to deeper implementation of focussed strategic initiatives aligned to key priority reform areas, especially:

- tailored and innovative learning opportunities
- increased school accountability.

Included among the school-generated artefacts that are evidence of the improved processes and structures being developed are:

- databases of student assessment data that are enabling longitudinal monitoring of students and the learning programs designed by their teachers
- shared practice agreements, in which teachers document and commit to ways of working with their students and with each other
- student numeracy folios, providing a vehicle for students and teachers to collaborate in identifying learning strengths and areas for improvement, based on work samples, assessment tasks and diagnostic tests.

Government sector

TARGETED STUDENT SUPPORT

Innovative Community Action Networks (ICAN)

The Innovative Community Action Networks (ICAN) school and community partnership model provides support for the most vulnerable and disengaged children and young people aged between 10 and 19¹. This includes those children and young people who have disengaged from school due to multiple personal and family complexities that require additional support beyond that which the traditional classroom teaching staff can offer. Through an Innovative enrolment strategy known as Flexible Learning Option (FLO), ICAN-supported students are provided with a personal case management service from a trained youth worker or social worker, who can work with the student and family to address significant barriers that have led to disengaging from school.

There are three key student cohorts targeted for support through the ICAN strategy

- Support to predominantly senior secondary students who have or are highly at risk of disengagement
- Support to vulnerable primary school students and their families predominantly in Years 6 and 7 with complex needs and multiple barriers to participation
- Support to students in years 6-8 to ensure they successfully transition to senior secondary school— a known risk for disengagement.

Innovative Community Action Networks (ICAN) provides significant support for Aboriginal and Torres Strait Islander and other disadvantaged students. Please refer to *Support for other disadvantaged student cohorts – 1 January to 30 June 2013* for further information.

ICAN students Semester 1, 2013

- Flexible Learning Option (FLO) enrolments—4744 individual students across all ICAN areas are enrolled as FLO students in ICAN schools
- 358 primary school FLO enrolled students were supported with case management services
- In addition, a further 243 Year 7 primary school students were provided case management services to strengthen support for a successful student transition into Year 8 secondary school

¹ The FLO enrolment also targets support for young mothers who have had their education interrupted through the complexities of a teenage pregnancy. In addition, and assessed on a case by case basis, where there are exceptional circumstances a FLO enrolment may be continued in conjunction with the relevant Adult Education Provisions. In these cases, the ages of students may exceed 19 years of age.

- \$2.5M has been allocated to provide ICAN case management supplements to identify ‘at significant risk’ students in CMaD NP schools. A professional case manager was engaged to work with students, families and teachers to address barriers to learning for the 2013 school year
- During the 2012-13 financial year, ICAN community partnership grants supported over 4 000 students across 73 initiatives for 13 local ICAN management committees. These committees use this grant funding to address local barriers through the school and community partnership model. The initiatives address local needs in key priority areas:
 - Social and emotional health and wellbeing
 - Community learning spaces
 - Aboriginal literacy and transition
 - Access to innovative programs
 - Transitions (to secondary and employment)
 - Community and regional leadership
 - Early intervention
 - Parents and family carer support.

Cross-government partnerships

- In Term 1 2013, the ICAN (DECD) and the Department of Further Education, Employment, Science and Technology (DFEEST) Skills For all pilot initiative has seen over 200 FLO students across the State enrol in a range of accredited vocational pathways ranging from Certificate II to Diploma courses.
- This pilot addresses the equity issue of FLO students’ lack of accessibility to vocational learning opportunities, through the Skills for all initiative, due to eligibility criteria.
- A compulsory requirement of this pilot is that every FLO student is provided with the support of an ICAN case manager in partnership with the school and the registered training organisation (RTO) to ensure that the student is fully supported and engaged in their learning.
- This cross-government partnership has attracted approximately 400K in additional learning entitlements for these 200 FLO students and, as at March 2013, has achieved a 90% retention rate.
- The final evaluation of this pilot will occur in term 3, 2013. The outcome of this evaluation is expected to:
 - embed this pilot program within current DFEEST and DECD FLO policy as an ongoing opportunity for South Australian FLO students
 - provide best practice recommendations for all stakeholders.

Community flexible learning coordinators

Since the beginning of 2013, 12 FTE community flexible learning coordinator positions have been created in nominated lead schools, working with clusters of CMaD National Partnerships schools. These positions are predominantly school-based and were developed to ensure a smooth transition process whereby, in 2014, the clusters of CMaD National Partnerships schools would be able to sustain implementation responsibility for the quality, tracking and monitoring of community based learning offered to FLO students.

The role of the community flexible learning coordinator is to:

- promote and support improved learning outcomes for all groups of FLO learners, specifically those young people that have disengaged from mainstream schooling and are engaged in a community space ensuring that site based systems and processes are embedded for the monitoring and reporting of student’s attendance and engagement
- working collaboratively with and across identified school clusters and stakeholders providing educational leadership for current and new flexible learning options and pathways including the development of a plan for a self-sustaining cluster based leadership position
- ensure that all FLO students have access to high quality; accredited community based

learning programs and pathways including accurate and timely reporting of individual student educational outcomes.

This is primarily a demonstration model to trial the effectiveness of such positions in meeting the agreed outcomes. This strategy will be evaluated throughout 2013 with an interim report expected by the end of Term 3, 2013 and a final report being available to schools and other stakeholders early in 2014.

Learning resources

Several resources have been developed specifically for the FLO cohort, to support the attainment of accredited learning outcomes and authentic learning pathways that focus on literacy, numeracy and employability skills. The resources include:

- the *Flexible learning and transition portfolio* – which supports the case management process to identify barriers to engagement and assist young people to re-engage with learning and transition to further education, training or employment
- the *Certificate I and II Education and Skills Development resource* – which supports the delivery of nationally accredited vocational courses, that focus on the development of language, literacy and numeracy competencies in order to increase students' opportunities for participation in employment, training and community life
- a range of literacy and numeracy resources, developed in consultation with the SACE Board, ensures FLO students are able to access the South Australian Certificate of Education and maximise their opportunity to achieve the SACE qualification.

These resources are having a much broader application, with many schools and other state and interstate agencies using these resources with non-FLO students.

Evaluation

In 2013, ICAN continued to have a positive impact on the wellbeing, as well as learning and earning outcomes for disengaged young people. An evaluation of ICAN by ARTD consultants confirmed these findings in a series of interviews, surveys and case studies. Reports so far have shown that:

- 92% of school FLO coordinators believe that ICAN is having a positive impact on disengaged students
- 91% of case managers were positive about the flexibility offered by ICAN
- 93% of members of local community management committees believe that ICAN is having a positive impact on the local community providing better support for disengaged young people
- development of accredited learning programs for FLO students is ongoing in order to meet the constantly evolving student need and interest.

ICAN student outcomes from 2012

| FLO students completion in 2012 * | % of students |
|---|---------------|
| Completed or partially completed a VET Certificate 1 | 19% |
| Completed or partially completed a VET Certificate 2 | 20% |
| Completed or partially completed a VET Certificate 3 | 8% |
| Completed or partially completed subjects at SACE Stage 1 Level | 30% |
| Were post-compulsory aged who did not continue with a FLO enrolment in 2013 and completed SACE or Certificate II equivalent | 20% |

* Students may be included in multiple 'student outcomes' categories.

Other student outcomes include the following:

- 75.1% of the 5 115 ICAN FLO students successfully re-engaged in a 'learning or earning'

pathway in 2012

- 84% of FLO level 4 2 students (over a third of the total FLO enrolments) have successfully re-engaged in a 'learning or earning' pathway in 2012
- During Term 3 of 2012, an ICAN data collection from schools with secondary FLO-enrolled students showed that 70% of secondary FLO enrolled students were engaged in accredited learning.³

Targeted student support (TSS)

Targeted student support (TSS) funding has been provided to all CMaD NP schools. TSS funding is used by low-SES schools to target students who require additional support in the following:

- Developing effective social and emotional capabilities
- Improving student participation, engagement and achievement in a learning program
- Building aspirations and strengthen personal and career development skills
- Student transition between schooling, further learning and earning
- Assisting students to undertake a training pathway.

Between January and June 2013, 2 840 identified students were provided with targeted support as a result of this program.

In order to support the 2 840 students, schools targeted the funding in a number of areas. These comprised social and emotional, behavioural, learning engagement, literacy and numeracy, school transition, learning pathways and other. The number of students receiving support in these areas consisted of:

- 771 students receiving social and emotional support
- 158 students receiving behavioural support
- 660 students receiving learning engagement support
- 698 students receiving literacy and numeracy support
- 84 students receiving school transition support
- 364 students receiving learning pathways support
- 105 students receiving other support.

Mentoring is a key strategy that has been implemented to support 1 669 students in the above targeted areas. Mentoring methodologies include; group, volunteer, and individual, community mentoring and e-mentoring.

The table below outlines the number of adult mentors participating in the various mentoring training programs, supported through the TSS.

TRAINING COURSES Term 1 and Term 2, 2013

| Training course name | Total participants | Number of sites |
|---|--------------------|-----------------|
| Peer mentor training | 7 | 6 |
| RAN-EC training for volunteers | 138 | 49 |
| Student mentoring induction – school staff | 14 | 10 |
| Volunteer liaison officer (VLO) training for school staff | 28 | 23 |
| Volunteer mentor core training | 92 | 39 |

² ICAN students are identified for a FLO enrolment at the point of referral on a scale of FLO level 1-4.

FLO level 4 students are students who are completely disengaged from schooling and are school 'refusers' with chronic truancy issues and have significant barriers in student health and wellbeing. They may have also been involved with the juvenile justice system and can have extremely low levels of literacy and numeracy that prevent them undertaking conventional learning.

³ Non-validated data source from secondary schools

Specific outcomes relating to the TSS will be provided in the 2013 annual report.

Learning Together

Learning together is an early literacy and learning program for families with children under four years of age in areas of disadvantage. Activities are developed in consultation with local families and services and may include supported playgroups, cooking groups, groups for making books for and about one's own children, and adult credentialed learning (linked to children's learning). The program engages families with children aged birth to four years who are at risk of educational disconnection, and intends to support their involvement with their children's learning, thereby developing a sound foundation prior to school.

In 2013, the national partnership funding allowed *Learning together* to extend into two new locations, both in regional communities, and the opportunity to try a different model from what was previously used ie, the *Learning together* outreach program. Several elements have been identified by the staff and project staff as supporting and assisting the development of the program. These elements include induction, ongoing support and ongoing professional learning.

The *Learning together* programs have been successful to varying degrees in:

- co-constructing activities together with families
- building relationships with the local school site
- influencing transition to school for families and schools
- building partnerships with other agencies and service providers
- employing family members in the program
- influencing other DECD programs and resources.

Evaluation

The final impact report into the expansion of *Learning together* under the CMAD National Partnership has been completed and presented to relevant people within the Department for Education and Child Development and the Minister for Education and Child Development. It was accompanied by a technical report. Both reports will shortly be available on the *Learning together* website

<http://www.earlyyears.sa.edu.au/pages/Programs>.

Findings from this report include:

1) Families have improved relationships and increased involvement with their child/children

Very significant improvements in the quality of interactions between parents and children – from a majority rating of 0–2 (barely appropriate) to a **majority rating of 4 (high quality)**.

More families are **taking up opportunities to interact with their children** – from 43% of observations being missed opportunities to **only 15%** now fitting in that category.

Over 90% of families were **engaged in interactive play** with their child (a 48% increase).

Almost **100%** of families had **realistic expectations** of what their child could do (a 50% increase).

90% of families were engaged in **interactive play** with their child (a 50% increase).

2) Families have increased knowledge of child development and behaviours to support learning

Almost **100%** of children spend time **reading together** with an adult. There was a 25% increase in the proportion of families who do this daily.

78% of families are now **visiting libraries** (previously 50%) and 40% are using library programs and services programs (previously 31%).

68% of families are now **borrowing books** (previously only 39%).

3) Families have increased confidence in experiences that influence children's learning

A marked improvement in families' confidence in a wide range of activities that support children's **learning, social and literacy development**.

Increased percentage of families reporting that they are now **very confident** in a range of

Sustainability

The development of the *Learning together* approach to working with families has seen the influence of *Learning together* reflected in several projects and programs across the early years, including the *Playgroups in schools* program, and the *Love2learn* initiative through *The Advertiser* newspaper.

WHOLE SCHOOL IMPROVEMENT, LEADERSHIP DEVELOPMENT AND IMPROVED TEACHER PRACTICE

Teaching for Effective Learning (TfEL)

South Australia's *Teaching for effective learning* (TfEL) pedagogy research is providing significant insights into the issues at the heart of improving teaching and learning in Communities Making a Difference (CMaD) schools. These insights have been catalytic in developing greater coherence and a whole of system approach to teaching and learning in South Australia, through policy and professional learning priorities and resource development.

The 2013 research involves 29 SA primary and secondary schools. Working with international researchers, the TfEL research team is conducting 258 classroom observations and supporting 1 290 student participants in the SA TfEL *Online compass*, 1 400 students in the *Effective lifelong learning inventory* survey and 40 teacher interviews.

By qualifying the relationships between effective pedagogy and outcomes for learners – lifelong learning, achievement and complex relational thinking – the SA TfEL research can inform system-wide initiatives and school specific initiatives for targeted support to leaders to develop quality pedagogy in their schools.

The SA TfEL research project continues to attract international interest from academic researchers for its path finding methodology, scope and trialling of a robust integration of quantitative and qualitative data sets. Links have been established with professional learning colleagues nationally and internationally.

SA TfEL research is showing strong correlation with international research into the modes of teacher professional learning that are most likely to improve student outcomes:

- *“CPD (continuing professional development) for teachers is more likely to benefit students if it is: collaborative... supported by specialist expertise... focused on aspirations for students ... sustained over time ...exploring evidence from trying new things to connect practice to theory, enabling practitioners to transfer new approaches ... and the concepts underpinning them to practice in multiple contexts.”*
(Cordingley et al, Understanding What Enables High Quality Professional Learning, 2012).

The SA TfEL research project is having a positive impact on teachers' professional learning for improved student outcomes. Key indications in Stage 2 schools are that:

- leaders and teachers are 'opening classroom doors' through deliberate de-privatisation of practice focusing on student learning. The research involvement is being welcomed as a timely external influence
- classroom observations and professional conversations explicitly reference practice against the principles of the SA TfEL framework and raise opportunities for whole-staff uptake
- targeted professional learning initiatives record leader/teacher participation in excess of 600
- teachers are researchers of their own practice (eg, developing and critiquing annotated classroom videos in 'smart borrowing' initiatives with Professor Peter Taylor, Griffith University, Queensland)
- students are active participants in the research process. The SA TfEL *Online student compass*

is giving students a vehicle to understand themselves as learners and provide feedback for teachers. This work is contributing to the development of a state-wide professional development tool

- in Round 1 observations, 270 students in years 3-10 were consulted in the development and implementation of the SA TfEL Compass:
 - Over 90% of students willingly engaged, indicated effort to answer accurately and valued the opportunity to record their opinions.

Feedback from the Stage 2 Leaders' Day, June 2013:

- 92% of leaders say that involvement in the SA TfEL research project is value adding as a catalyst for their schools' work in de-privatising teacher practice:
 - "...promoting collegiate discussion and experimentation of practice."
- 100% of teachers, in Round 1 classroom observations, March- May 2013, found this a positive experience. It provided an opportunity for rigorous discussion, constructive feedback, self-reflection and subsequent influence amongst colleagues.
- Across the remaining staff cohort in the 29 schools, 75% of teachers indicated keenness to take part in Rounds 2 and 3 observations this year.

SA TfEL research findings are continually informing approaches to professional learning for improved student outcomes. The imperative is to focus on intellectual demand, developing quality teaching and learning that both engages and intellectually stretches all learners.

Positive outcomes are being achieved through teachers engaging in peer observations, professional learning communities and collaborative learning design.

These learnings have informed the:

- development of the SA TfEL *Online compass* to support teachers' reflection on quality of practice through self-report data and peer and trained observer data, triangulated against the experience of students
- design, development and professional learning approaches for *Leading learning – Making the Australian Curriculum work for us*, the suite of resources for leaders and teachers to improve the quality of teaching and learning.

Principals As Literacy Leaders (PALL) / Secondary Principals As Literacy Leaders (SPALL)

The *Principals as literacy leaders* (PALL) and the *Secondary principals as literacy leaders* (SPALL) programs are long term professional development programs that further support principals to lead an effective and accountable whole school literacy reform and improvement program. The programs assist principals to further identify and implement evidence-based literacy interventions and strategies, leading to accelerated and sustained improvements for students.

PALL

PALL is now into its third program with 150 new primary principals commencing in February 2013. In total, over 480 primary principals have now been enrolled in this program under the CMaD NP with high levels of success in terms of principals leading whole school improvement in literacy.

Key aspects of the five day professional development program includes whole-school:

- literacy curriculum and pedagogy
- intervention support for students
- use of data and literacy assessments to identify area of teaching focus.

SPALL

The SPALL program commenced in March 2012 and since then has been offered to all principals with secondary enrolments in South Australian government schools.

Leading Literacy: presentations from the 'Leading Literacy' Expo for secondary leaders, 25 March 2013:

This document, published June 2013, was developed from presentations by secondary school principals at the expo jointly organised by SA Secondary Principals Association (SASPA) and DECD. The document contributes a great deal to the new body of knowledge developing from the SPALL initiative on leading literacy improvement in secondary schools. This includes learning around the:

- principal's leadership and culture of improvement eg, strategic use of a mandate to create a need for change in literacy pedagogy; the use of data to create and sustain momentum
- focus on the pedagogy of the secondary subject teacher eg, secondary specific professional learning for secondary teachers to build capacity; engagement with the Literacy for learning course as secondary-relevant professional learning aligned to the Australian Curriculum; appointment of school-based literacy leaders/literacy coaches to support long term sustainable change.

Action research – designing quality assessment with a focus on curriculum and literacy demands and related pedagogy

Secondary principals have continued to work towards finalising their action research with final reports due early July 2013. Ongoing research support for principals has been provided through resources jointly developed by Griffith University, SASPA and DECD. Additional research data has been gathered by Griffith University, for example through principal interviews and teacher questionnaires, to contribute to the final SPALL report in September 2013.

Recruitment and selection

The *Recruitment and selection* project is part of the CMaD National Partnership and is aimed at attracting and retaining quality teachers and leaders to low-SES schools.

Each program tackles the challenges of attracting and retaining quality teachers to low-SES schools in different ways. The success of the programs are measured by their effectiveness in attracting and retaining the teachers and leaders needed by low-SES schools to improve student outcomes and also by critical evaluation of each program for future policy improvements that may lead to sustainable improvements in staffing low-SES schools.

Throughout the period of January to June 2013, the *Recruitment and selection* project has continued to fund a broad suite of initiatives aimed at attracting and retaining teachers and leaders to low-SES schools. Impact has continued to broaden 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 school communities, individual teachers and leaders and capacity to inform change at the system level.

Outcomes already achieved through a suite of projects includes staffing specific hard to staff schools, increasing the capacity, interest and success of pre-service teachers and aspiring leaders to consider and apply for teaching and leadership opportunities in low-SES schools and developments and learning at a system level to help inform effective recruitment and retention strategies.

- 17 schools and preschools have been successfully staffed with leaders and teachers as a direct outcome of the incentive packages. Greatest impact, 10 of the 17 positions (58.8%) have been in the two hardest to staff country regions of South Australia, the Far North and Eyre and Western
- 250 teachers and leaders have had access to salary top up incentives, teacher release, mentors, coaches, work shadowing, resource development, professional learning communities, conferences and workshops and technology support through a range of local innovation projects

System development to support improved data collection and access includes the establishment of a Workforce Datamart that enables sophisticated and complex analysis of key workforce information as well as the implementation of the employee information kiosk to employees of the Department for Education and Child Development.

Regional leadership consultants (RLCs)

In 2013, regional leadership consultants (RLCs) have continued to provide coaching and mentoring support for principals of low-SES schools.

Newly appointed principals receive mentoring support specifically in the area of positive school cultures and school improvement. Workshops and role modelling of effective leadership particularly in the area of improvement is another key aspect to the work of the RLCs.

Leadership and coaching support for the principals involved in both the *Principals as literacy leaders* (PALL) program and the *Secondary principals as literacy leaders* (SPALL) program has also been provided by the RLCs.

The RLCs provide the expert literacy and leadership coaching that is a key element of the PALL and SPALL professional development program over the five modules.

The RLCs work over an extended period with both principals' and school leaders' to critically reflect, modify and review their proactive leadership to school improvement.

Support for Aboriginal and Torres Strait Islander Students - 1 January to 30 June 2013

Schools with Indigenous students in the **Independent sector** have developed a range of support mechanisms for students and families. These include the following:

- Meeting with parents to develop personal learning plans for students, including formal meeting times and more informal social events such as coffee mornings
- 'Homework clubs' on the school grounds
- Utilising the expertise of local indigenous people in class activities
- Student representation at formal cultural activities of significance – eg, Reconciliation Week activities and the sod turning ceremony for the proposed SA Aboriginal and Torres Strait Islander War Memorial in Adelaide
- SACE development day for Indigenous students at University of South Australia to look at career pathways
- *School and community pathways and Absence from school* draft policy documents.

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

The ongoing development of individual learning plans for Indigenous students in years 8-12 has involved partnerships between focus teachers, vocational education and key teachers to establish case management procedures at the school level. Apart from closer monitoring of student progress, this process helps to identify students interested in career pathways in teaching or early childhood from Year 8.

Individual learning plans and the processes and structures that sit around them provide enhanced opportunities for Indigenous students to have a voice about educational goals and outcomes and express (and document) their aspirations for future career pathways.

Government sector

Aboriginal Turn Around Team (ATAT)

The *Aboriginal turn around team* (ATAT) program aims to develop cohesive health and education family support approaches for Aboriginal children with additional and complex needs. The purpose is to improve relationships between Aboriginal families, schools and support agencies so that participation in education is enhanced.

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

During terms 1 and 2 2013, the *Aboriginal turn around team* (ATAT) have supported and worked alongside 87 referred students and 80 non-referred young people across 53 educational sites and 85 support agencies.

Outcomes for the ATAT supported families include a decrease in student behavioural issues, decrease in parental substance abuse, decrease in child protection issues, more positive family functioning, and

stronger relationships with schools and support agencies.

Community Engagement – 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 builds the capacity of Aboriginal parents and carers to support the education of their children. The project assists in the development of genuine school and community partnerships based on the principles of cross cultural respect, that directs the provision of educational programs to maximise opportunities for Aboriginal children, students and young people. Workshops are held within the regions to build the capacity of Aboriginal parents and carers to partner with their child's school to support their child's learning.

Schools that are participating and receiving support through *Community engagement – Aboriginal voice* have developed and celebrated their school and community partnership agreements and have commented on the importance of all stakeholders being involved in the process e.g, school staff, families and students.

The positive outcomes for Aboriginal students involved in school and community partnership agreements in 2013 included the following:

- Students had a say in what was important for them in order to be successful at school.
- Students documented their commitment to the school and community partnership agreement.
- Authentic student voice which is written and owned by the students was promoted.
- Two Year 7 Aboriginal student representatives were on the School and Community Partnership Committee at John Hartley B-7 school and wanted all Aboriginal groups recognised.

The positive outcomes for teachers and parents included the following:

- Teachers and parents gained a better understanding of students' thoughts on their learning needs and what was important to them.
- It gave teachers an insight on how students learn best and this in turn provided teachers what it is they needed to change in regard to teaching methodologies.

As part of the school and community partnership agreements students agreed on the following goals:

- Know their identity and have self-pride in their heritage, skills and abilities and proudly share this with others
- Attend school and be on time
- Develop a good attitude towards school
- Listen to learn from our families and teachers respecting their wisdom.

During terms 1 and 2 2013, 50 schools were involved in the *Community engagement – Aboriginal voice* project. Of these, 41 have conducted regular Aboriginal community voice meetings at their site.

Altogether, approximately 184 Aboriginal parents/community members have been involved in Aboriginal community voice meetings.

In Term 2 2013, Mannum Community College and John Hartley B-7 School have completed their school and community partnership agreements. Ten Aboriginal parents and community members were involved in the school and community partnership agreement process. For the parents who were not involved, the ACEOs conducted home visits to consult with parents and seek their opinions to ensure they were aware of and involved in the school and community partnership agreement.

Since the start of 2013, three regions (Northern Adelaide, Western Adelaide and Far North) have established regional Aboriginal community voice committees/forums. On average, eight Aboriginal parents or community members attend each regional meeting.

At the regional meetings a series of workshops were held. The workshops covered areas such as:

- ‘What is NAPLAN?’ A brochure was developed for parents to explain NAPLAN
- The role of a student attendance counsellor (SAC) and Aboriginal inclusion officer (AIO).

The *Starting out* program – developed with the aim to improve the health, development, learning and wellbeing of Aboriginal students. Developed through a series of parent workshops. The parental workshop builds parents and carers’ capacity to support their child/children’s social, intellectual and emotional development and support improved school readiness of preschool Aboriginal children.

Feedback from Aboriginal parents about the above workshops stated the following:

- “I feel more confident to have a conversation with the teacher about the NAPLAN results and link it back to their individual learning plan (ILP)”.
- “I was shocked to find out how smoking and alcohol impacts on a child’s development”.

During terms 1 and 2 2013, the Western Adelaide regional Aboriginal community education manager (ACEM) and the South Australian Aboriginal Education and Training Consultative Body (SAAETCB) representative sought feedback from Aboriginal parents within the region on matters relating to their child’s education. In the survey, parents were asked what support they needed in order to become more involved in their child’s education and what regional approach they wanted to adapt, to seeking out programs and the funding available to support their child’s learning outcomes.

Targeted student support (TSS)

Between January and June 2013, 2 840 identified students were provided with targeted student support. This number included 1 140 Indigenous students and 108 under the care of the Minister.

Wiltja Secondary program

The *Wiltja Secondary* program aims to support the development of the skills, talents, abilities and confidence of Anangu students to operate confidently in mainstream education and cultural processes, This program enables these Anangu students to:

- be immersed in an English language environment. The *Accelerated literacy* program has led to an involvement of 40 bridging students, 25 Year 8 students, 21 Year 9 students and 18 Year 10 students in regular sessions two nights each week after school at the Homework Centre
- experience and develop an increased understanding of mainstream Australian culture. The CMaD NP has supported art and culture activities which involved 46 students participating in cultural events in Adelaide such as the Fringe opening and *Come Out Festival*
- live confidently outside of their communities
- transfer skills and contribute towards building greater self-determination in their home communities
- move between APY Lands schools and the *Wiltja Secondary* program to achieve their SACE.

The following are specific programs for *Wiltja Secondary* program students from the remote Indigenous communities of the APY Lands, Yalata and Oak Valley Communities of South Australia:

1. A vocation pathways mentor (1.0 FTE) commenced in Term 4, 2012 and has worked across all year levels providing vocational guidance for all *Wiltja Secondary* program students. The new role provides direct support to all students in developing their understanding of the links between education achievement and vocation pathways opportunities.
2. The *Drivers Licence* program – instruction and progress towards attaining a full South Australian drivers licence for all students at the *Wiltja Secondary* residence over 16 years of age. Currently there are 16 students in Year 10, 11 and 12 engaged in this program. Three students have completed the requirements to obtain a Probationary South Australia Drivers Licence. It is hoped that the *Drivers licence* program will lead to:
 - improved vocation and employment options as a result of having a driver’s licence

- improved road safety outcomes for the student, their families and the wider community with well-trained drivers resulting from the program.

Although the *Wiltja Secondary* program has been highly successful, moving directly into further education or employment has posed a major challenge for some of the *Wiltja Secondary* program students. On completion of their studies, most students return to their home communities and are faced with limited employment opportunities.

During school terms, the *Wiltja Secondary* Homework Centre provides intensive numeracy and literacy support to 104 Anangu students two nights each week.

WILTJA Secondary program outcomes

Departmental data indicates that there are more students staying longer in the *Wiltja Secondary* program. The retention rate for the period from 2008 to 2012 is now at 73.5%, compared with 63.7% for the period 12 months prior.

There are an increased number of students completing courses or SACE credits. In 2012, there were three SACE completions as was the case in 2011. In 2013, It is anticipated that four students will meet the SACE requirement.

Students are attending more subjects in mainstream classes at the senior level. In 2013, there are 12 students in Year 11 and 12 attending Windsor Gardens Vocational College compared with eight students in 2012. This has provided the opportunity for the students to enrol in a wide range of education and vocational pathway subjects.

Support for Other Disadvantaged Student Cohorts – 1 January to 30 June 2013

The **AISSA** schools involved in the CMAD National Partnership are of themselves supporting complex communities. As such, the construct of the overarching approach within each CMAD school is intentionally designed to support a range of identified cohorts. On the whole, most of these schools are also involved in the Improving Literacy and Numeracy National Partnership and has seen these two Partnerships use a coordinated and collaborative approach by AISSA to achieve project objectives.

One of the major focuses at the sector and school level which has contributed to the engagement of disadvantaged cohorts is the provision of tailored professional learning around planning for student diversity using the Australian Curriculum and differentiation as specified in the *Australian professional standards for teachers (APST)*.

A range of CMAD schools are undertaking support in the area of curriculum writing to engage learners with diverse needs. This has been achieved using a range of strategies ranging from school level presentations and staff meetings through to small group/in-school work with teachers in CMAD schools.

As part of the ILNNP and CMAD National Partnership, literacy and numeracy continue to be a strong focus for these schools. CMAD funding has been utilised extensively for a range of strategies, including the following:

- School professional learning around the analysis of data using a digital NAPLAN analysis tool
- School level support around curriculum planning as a result of data analysis to improve both literacy and numeracy learning in a range of schools
- Concentrated attention on reading comprehension strategies in key schools. This has been a particular focus in one school with a high ESL/LBOTE population
- A range of professional learning around 'assessment of learning' approaches and task development to assist teachers to improve outcomes when working literacy and numeracy focus subject areas
- Focused professional learning in at least 3 schools around the use of the general capabilities and cross curriculum priorities in the Australian Curriculum to engage learners with complex needs and backgrounds
- The provision of the *Hanen* program in 4 of 7 CMAD schools to enhance language acquisition and support the development of literacy.

The AISSA has also utilised funding to assist particular CMAD schools with disadvantaged cohorts improve their attendance. This is being achieved through the tailoring of a variety of strategies for specific schools. At one site, specialist support has been provided to students whose attendance has fluctuated in the past. This specialist support has enabled particular students in this context to re-engage in the school environment and continues to do so. SSOs and school liaison community members in at least two schools with a high Indigenous and ESL population are encouraged to work closely with families where necessary to assist students to attend school on a regular basis. CMAD funding has provided assistance to three schools in this area.

The **Catholic sector** CMaD National Partnership Team continues to integrate its work in schools with that of the CESA English as an Additional (EAL) Team. Regular consultation and collaboration are designed to provide consistent support for school leaders and teachers in implementing strategies for those students who are developing English as an additional language, many of whom have refugee experience.

Government sector

Innovative Community Action Networks (ICAN)

Innovative community action networks (ICAN) provides significant support for Aboriginal and Torres Strait Islander and other disadvantaged students. Learning and or earning destination outcomes for 2012

FLO enrolled students were as follows:

| FLO student cohort | Number of FLO students in 2012 | Learning/earning destination by Term 1, 2013 |
|-----------------------------------|--------------------------------|--|
| Aboriginal Torres Strait Islander | 725 | 76.8% |
| Students with a disability | 945 | 76.4% |
| Young carers/parents | 285 | 65.6% |
| Guardianship of the Minister | 160 | 80.0% |
| Remote/rural | 1 660 | 75.5% |
| Referred for Juvenile Justice | 62 | 70.9% |

Passport program

In 2013, the *Passport* program has continued for ICAN Students in 15 regional country and remote schools with high numbers of Aboriginal students. The passport program is a rewards-based system for schools that encourages participation by both children and parents. Children, parents and community members are provided with the opportunity to earn reward points or 'currency' that can be spent on school or community projects. Points and currency can be earned for both attendance and participation, depending on the needs of the particular school.

The *Passport* program is an example of how community involvement can genuinely contribute to the achievement of core schooling outcomes, such as literacy and numeracy, by improving participation and attendance. Whole of community connection to the *Passport* program provides seamless navigation for families to the range of services and learning support, particularly with the new organisation of DECD, which encompasses a birth to post-school pathway.

Learner incentives for attendance, leadership, positive choices etc. have seen improvements in school attendance and in positive relationships between schools and local child development services. This pilot program has demonstrated an effective model of student, family and community engagement particularly South Australian regional communities. In these areas geographical isolation and the need for enhancing particular aspects of social capital are critical focus areas for programs supporting community development.

Showcase Examples - 1 January to 30 June 2013

ASSOCIATION OF INDEPENDENT SCHOOLS SA (AISSA) – Case study: Unity College, Murray Bridge, South Australia

Unity College is a Lutheran, R-12 co-educational college school located 70 kilometres from Adelaide in Murray Bridge. The school is an incorporated body and a member of the Lutheran School's Association with an enrolment total of 714 students, 389 in the primary and 355 at the secondary campus. It has an enrolment of 31 Aboriginal and Torres Strait Islander students as of 2012 and its FTE teaching staff is 68.3 and non-teaching staff of 11.7 FTE. The overall facilities of the school are excellent and are located on two separate campuses within a short walking distance of each other. The spacious grounds are well maintained.

Unity College conducted its school review in September 2010 and revised it in 2012 through the support of CMAD National Partnerships grant. The focus of the school at the time was to identify and clarify a school wide approach to teaching and learning. A new teacher leadership model was introduced based on research based on factors which make a difference to teacher quality and student achievement. This led to the introduction of the IDEAS model by the end of 2012. This was followed by the implementation of an action plan established in 2012 which outlined 14 recommendations for the school under the banner of From good to great as part of the review conducted in 2012 by Dr Neville Highett.

In 2013, the school sought to build on these initiatives through continued CMAD funding support by addressing the following areas as outlined in its school action plan. They have documented the success to this stage as follows:

KEY INITIATIVES AND OUTCOMES OUTLINED IN THE SCHOOL ACTION PLAN

- **NUMERACY STRATEGY R-12:** All teachers include numeracy strategies and outcomes in their planning and delivery. Use data to improve numeracy outcomes throughout the college.
There have been two staff sessions led by Learning Leaders looking at NAPLAN results and looking at strengths and areas for growth, to modify teaching programs.
Further professional learning, facilitated by ORIGO mathematics 4 consultant Brian Tickle, has been organised for staff later on this year.
- **PROFESSIONAL LEARNING AND PERFORMANCE MANAGEMENT:** All staff developed a professional personal learning plan connected to the descriptors in the Australian professional standards for teachers (APST). A four-step process through the year includes:
 - Meeting with the line manager to set up their personal learning plan
 - Meet with senior manager to discuss the plan
 - Continual meeting with line manager to keep developing skills and positive relationships working together in the classroom. This includes formal feedback from students
 - Senior manager to conduct a lesson observation
 - Senior manager to meet in Term 4 to do an overall evaluation.
 - Professional learning support for staff to collect evidence against the APST.
- **GROWTH COACHING INTERNATIONAL:** The leadership group including heads and assistant heads of school, learning leaders and pastoral care coaches enrolled and attending this program. The process so far and in the future includes:
 - Two-day introductory session conducted by Growth Coaching International staff
 - Follow up CD tutorials (4) and coaching practice sessions (10 in total)
 - Another two-day workshop in Term 3.
- **BEHAVIOUR MANAGEMENT:** Professional development sessions (two formal days)

⁴ ORIGO Education provides mathematical resources and professional learning to educators.

introducing and implementing the Restorative practice program. Travis Wiese (student counsellor) working with the pastoral care coaches in linking these workshops with our Christian philosophy. This information will be addressed with all of the pastoral care teachers during our professional development /retreat week.

CATHOLIC EDUCATION SOUTH AUSTRALIA (CESA) – *Case study: More effective data usage to inform planning of students' learning*

During 2013 the analysis of student learning data to inform the design and delivery of student learning has become a well-established practice in CESA *Communities Making a Difference NP* schools. The learning over time of the importance of gathering and analysing valid and reliable student learning data has culminated in wide, varied and rigorous practices in schools.

The majority of schools have developed student learning data practices that articulate administration and analysis practices, including frequency of testing, standard administration, analysis protocols, data dialogue within teaching teams, and evidence of the use of analysis to inform 'tailored' learning design.

Running records, Tests of Reading Comprehension (TORCH) and Progressive Achievement Tests in Reading and in Mathematics (PAT R and PAT M) are the most prevalent data gathering assessments adopted by CESA CMA_D schools. Schools using these tools have developed databases to record student achievement, to measure cohort growth and to measure effectiveness, using effect size calculations informed by the work of John Hattie (2010).

Running records data walls are also being displayed in some schools and interest is emerging in this in other schools. Essentially, data walls are visual representations of data relating to some aspect of student, cohort or school performance. In schools whose improvement goals include better reading skills, the reading record data walls provide a focus for collaborative professional conversations among all of the school's teachers. The displayed data help to visualise common trends in data, to set goals for where teachers want their students to be, and to identify students for reading interventions. Data walls can contribute to shared ownership and accountability, meaning staff are more likely to see students as 'our students' rather than 'my' students and 'your' students.

At this time, it can be firmly stated that a number of schools have historical data for individual children and cohorts of children for two or more years, which confirms that monitoring student progress has become a feature of assessment and of expected teaching practices in these schools. In considering decisions about which diagnostic assessments to adopt across the whole school, some schools have included in their decision-making the value of ongoing longitudinal monitoring of student achievement as a key factor.

In addition to standardised assessment tools, the compilation and use of student profiles has also become an embedded practice, in particular at St Brigid's School, Kilburn and Mount Carmel College, Rosewater, where teachers and students contribute to individual numeracy folios / profiles in the middle years. These student profiles provide a means for teachers and students to discuss the student's learning progress, as evidenced by work samples, diagnostic tests or assessment tasks, and to identify areas for future learning.

A further development in 2013 is the adoption of new practices in gathering emerging or pre-literacy data in early years' settings. This strategy is directly attributable to the understanding and commitment to gathering student data to inform teaching and learning that has been gained through the CESA CMA_D program. In 2013, five NP-CMA_D schools are engaged in learning about practices to collect and analyse phonological awareness and oral language knowledge and skills data for children in the early years, so that early literacy programs are well focused on providing targeted learning of the necessary skills that predict reading and writing success, and to identify children who require additional support in this learning to develop reading and writing proficiency.

DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT (DECD)

Innovative Community Action Networks (ICAN) – Case study of an Independent Learning Centre (ILC) – (ARTD consultants)

For CMaD NP school C, establishing an Independent Learning Centre (ILC) close to, but separate from, the school campus has been a successful way of managing its cohort of 90 flexible learning option (FLO) students. As a large secondary school in a regional town, school C has struggled to fill the void of education and employment options for those students for whom mainstream schooling is not working. This includes many Aboriginal students who account for 20% of the student population. In the three years it has been part of ICAN the school has tripled its FLO enrolment. There is a spectrum of disengagement from learning amongst the FLO students. This year there are 30 students who had completely disengaged from school before they joined FLO.

At the ILC, students receive case management, SACE teaching support and vocational introductory courses in carpentry, car maintenance or welding. There are programs run by external agencies, such as fitness, cooking, financial literacy, a young parents' group, and a Journey to respect program for young Aboriginal men.

The centre works hard to provide a mix of interesting, relevant and accredited courses. The FLO coordinator is currently applying for a VISA (VET in Schools Agreement) for the Certificate 1 in Education and Skills Development. While this is a basic qualification, achievement can help demonstrate to potential employers that a young person can 'stick at things' and work towards higher level certificate courses as part of their employment.

Case managers provide emotional and practical support to students and their families to address the student's barriers to education, and also teach them life skills. They help students to prepare resumes and career action plans, enrol them in training and apprenticeships, liaise with program coordinators and link students with other services such as counselling.

Case managers focus on student strengths and support students to reach their goals. As one student confirmed:

- *"I talk with my case manager about what I want to do in life. She supports me in making decisions. The best thing about having a case manager is having someone to talk to. My case manager has given me lots of advice that has helped me in life. Originally, I was going to leave school as I didn't like it. However the support I have received from my case manager has been influential in my decision to stay in school. My case manager has given me strategies for communicating better with my family which has made my life better."*

In 2012, the 81 secondary FLO-enrolled students at School C achieved the following:

- 78% were engaged in accredited learning
- 13% partially completed a VET Certificate I
- 10% partially completed a VET Certificate II
- 6% partially completed a VET Certificate III
- 64% completed or partially completed subjects at SACE Stage 1 level
- 23% of post-compulsory-aged FLO students who did not continue with a FLO enrolment in 2013 completed SACE or Cert II equivalent.

DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT (DECD) – Case study: Learning Together

As a young mum with two children (a son five years of age and a daughter three years of age) Susan

(name changed) found the idea of attending a playgroup daunting at first. As the playgroup was next door to the school-based preschool where her son Matthew (name changed) attended half days, she found it was easier to attend playgroup for an hour and a half rather than to go home and have to turn around and come back.

At playgroup, Susan met more people and formed networks with other parents. Her daughter Ella (name changed) was enjoying the interaction with other children and the learning activities. Susan stated that playgroup was very welcoming and that helped her to make the decision “to come back again.” Importantly, Susan learnt about all the different activities she could do with her children. She started to take ideas home and try them. Previously, she had avoided doing ‘messy’ experiences and would often clean while the children were playing.

- *“I wasn’t a reader before I started Learning together, which was a big issue for me. Reading is now an everyday activity I do with my children. My children know reading is an everyday activity at school. Before Ella commenced school, the two of us would read, sing or count. When I was younger these were activities that I just wasn’t into and I was not worried about that sort of stuff.”*

Over time, Susan was offered part-time work in the Learning together program and enjoyed working in the program. Susan said that being involved in the deeper learning opportunities offered by Learning together changed how she interacted with her children. Susan’s baseline parenting and learning survey showed that she thought that routines, boundaries and comforting a child were only ‘important’ (three on a five point scale) for a child’s learning, compared with reading which she rated as ‘very important’.

- *“Learning together has helped me connect better with my kids. The training that I’ve undertaken (Circle of security training) was a massive help for me. There were so many times before when the children were upset, it wouldn’t be about comforting them, it was more about ‘toughen up you’ll be alright’, which is what I always got as a child. Now it’s more about sitting with them and just letting them have their cry and telling them it’ll be ok and they talk about it more. It’s more comforting to me to know I’m actually being there for them not pushing them away in some circumstances.”*

This family has made changes to their routines so that they can spend more time together as a family. They make time to spend time with the children, even if it is only five minutes, which they never did previously. Susan is also now more focussed on supporting her children’s learning. In particular, Susan has changed how the children read; the whole family now enjoys reading together.

- *“The biggest impact that Learning together has had on me has been reading with my children. I’ve seen a change in my children since I started reading with them. Their view on books is completely different to what it used to be, they now love reading. I think it’s helped me realise that I never got over my issues with reading. My children now have the skills required to read with me and it doesn’t matter what they’re reading or what I’m reading, they just want to be a part of it. So for me, reading has been a real big thing.”*

Working in the Learning together program has opened up other opportunities and possibilities for Susan. She is now enrolled in the Children’s Services’ Diploma through DECD.

- *“Undertaking my Diploma, I couldn’t be happier, I love it. I’m so grateful, it makes me think about what I want to do in the future, possibly undertake my teaching degree. I love seeing the looks on children’s faces when you’re helping them.”*

DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT (DECD) - Case study: Port Pirie West Primary School

Port Pirie West Primary is a Reception-Year 7 country school, situated 226 kms north of Adelaide. The school is part of the Yorke Peninsula/ Mid North region. In 2012, there were 260 students enrolled at the school, of which 11% were Indigenous. Port Pirie West Primary School has been involved in the Communities Making a Difference (CMaD NP) since 2010.

Through the national partnership, school-based initiatives have been made available through the department. Key initiatives have included, but are not limited to, a diagnostic review, professional development opportunities (ie, Principals as literacy leaders) and targeted student support (ie, Aboriginal student mentoring).

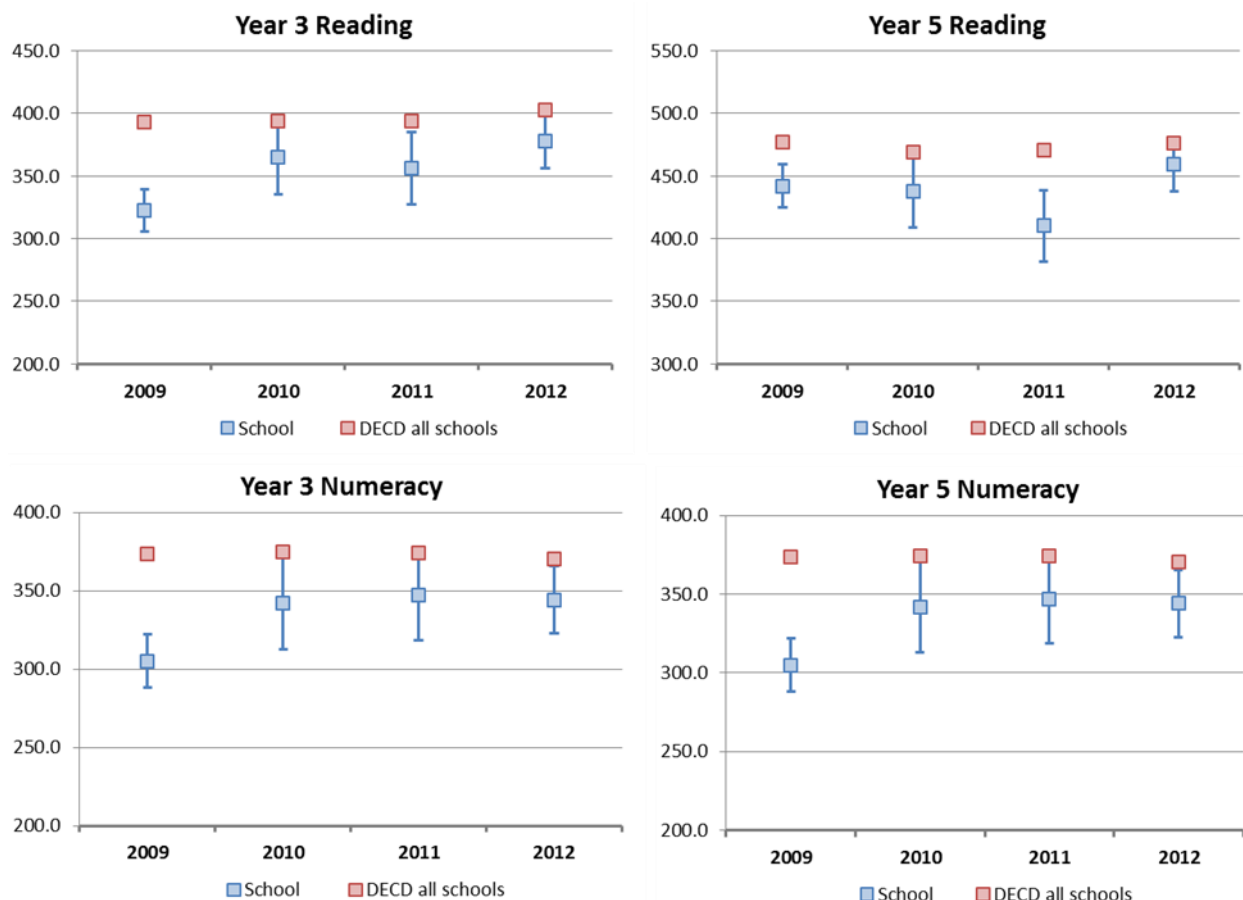
In 2013 the school leadership and community remains committed to opportunities for continuous improvement, such as:

- strengthening common agreed beliefs and agreements across R-7 through the use of national literacy and numeracy standards
- providing professional learning for teachers, including availability of quality teaching resources that support teaching and learning, and regular meetings in year levels to plan/review curriculum documentation and assessment methods
- a focus on a sustained three week staff meeting cycle to enable positive opportunities to provide professional learning that engages staff in the development of whole school initiatives, linked directly to the site improvement plan.⁵

These strategies are starting to show improvement in the literacy and numeracy outcomes for students. The 2012 NAPLAN results for this school show:

- 88% of Year 3, 5 and 7 students (excluding those exempt) achieved at or above the national minimum standard for reading. This is an increase from the 81% in 2009.
- Students' numeracy results have also seen a slight increase in the percentage at or above the national minimum standard (from 84.8% in 2009 to 86.0% in 2012).

As the following graph illustrates there has been a clear improvement in mean scale scores for Year 3 and Year 5 students since 2009.



⁵ Sourced <http://www.piriewps.sa.edu.au/docs/ppwps2012annualreport.pdf>

Section 3 – Milestones

Milestones in progress report (1 January – 30 June 2013)

| Milestone | Detail of achievement against milestone |
|---|---|
| Review and evaluation of projects developed and piloted since 2011 to build professional pathways and support for Aboriginal students and employees who wish to progress into teaching. (DECD) | ACHIEVED Review and evaluation of the <i>Aboriginal pathways into teaching pilot (Go local)</i> informed the implementation of the pathways into teaching partnership with the University of SA. There are now 8 DECD Aboriginal employees enrolled in the program. |

With the achievement of this milestone, all agreed facilitation reform milestones for the Improving Teacher Quality NP have been achieved. In addition, all agreed reward milestones were achieved by South Australia.

Section 3 – Milestones Communities Making a Difference - Low SES School Communities NP

Milestones in progress report – (1 January to 30 June 2013)

| Milestone | Detail of achievement against milestone |
|--|---|
| List of schools receiving support. This will include reform strategy and scope of approach. (All) | The list of schools for all sectors for 2013 is available from the DEEWR website (or alternatively put on the SA SSNP site of include full list here). http://www.smarterschools.gov.au/ |
| List of schools that have undergone the low-SES diagnostic review. (AISSA/DECD) | All schools participating in the CMaD NP have undertaken a diagnostic review. As well, an evaluation of school review processes across the three schooling sectors has been completed under the auspice of the SA National Partnership Council - Schooling and is available on the Reporting and Evaluation page of the SA Smarter Schools National Partnerships website http://www.smartschoolnatpart.sa.edu.au/ |
| Number of teachers and school leaders participating in professional development as part of the reform strategies. Scope of professional development activities will also be provided. (All) | This will be reported in the 2013 Annual Report |
| Number and scope of teachers/leaders involved in attraction, retention and development reform strategies. (DECD) | This will be reported in the 2013 Annual Report |
| Number and scope of community groups/business/volunteers/NGOs involved in the low-SES NP plan implementation (All) | This will be reported in the 2013 Annual Report |
| Number of students, including a breakdown by specific cohorts, receiving support through the reform strategies. (All) | <p>AISSA At 2012, 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.</p> <p>CESA For the 12 Catholic schools participating in 2013, the August 2012 Census figures are:</p> <ul style="list-style-type: none"> • 247 total teachers and school leaders • 521 total secondary students • 2482 total primary students • 100 Indigenous students • 175 students with disabilities |

- 82 students on visas.

DECD

ICAN

Flexible learning option (FLO) enrolments Term 1, 2013:

- 4 744 individual students, 358 primary students supported with case management services
- 243 primary school students case management services transition into secondary school.

ICAN community partnership grants during 2012-13 supported:

- 4 000 students across 73 initiatives for 13 local ICAN management committees.

The ICAN and DFEEST *Skills for all* initiative program:

- 200 FLO students across the state enrol in Certificate II to Diploma courses

The *Passport* program for ICAN students:

- 15 regional country and remote schools with high numbers of Aboriginal students.

Targeted student support (TSS) January and June 2013, provided targeted support:

- 2 840 identified students, of which:
 - 1 140 are Indigenous students
 - 108 are under the care of the Minister
- 1 669 students through mentoring.

The **Aboriginal Turn Around Team (ATAT)** Terms 1 and 2, 2013:

- 87 referred students and 80 non-referred young people across 53 sites and 85 support agencies.

The **Community engagement – Aboriginal voice** project, Term 1 and 2, 2013:

- 50 schools. Of these, 41 have conducted regular Aboriginal community voice meetings at their site.
- Approximately 184 Aboriginal parents/community members have been involved in Aboriginal community voice meetings.

Witja Secondary program, in 2013:

- 12 students in Years 11 and 12 attending Windsor Gardens Vocational College

| | |
|--|--|
| | <ul style="list-style-type: none">• 16 students in Year 10, 11 and 12 engaged in the <i>Drivers licence</i> program• 104 Anangu students (two nights each week) received intensive numeracy and literacy support through the Wiltja Secondary Homework Centre |
|--|--|

Section 4 – SA Performance Measures Communities Making a Difference NP (not able to be reported in 2012 Annual Report due to timing of data availability)

Through the Communities Making a Difference National Partnership (CMaD NP) South Australia is working to achieve improved educational outcomes for students in two different ways:

- Through specifically identified schools participating in ‘whole of school’ strategies and approaches (**all three schooling sectors** — reported in Section 4 – Part 1)
- Through ‘individualised targeted support’ strategies and approaches for students who are disconnected and disengaged from learning and education pathways. (**Government sector only** — reported in Section 4 – Part 2).

This section will report the performance indicators that were not reported in the South Australian Smarter Schools National Partnership 2012 Annual Report, due to the timing of data releases and validation processes relating to end of year information. These indicators report performance relating to the South Australia Certificate of Education (SACE) and the potential destination of senior secondary students (Year 10 and above).

Section 4 — Part 1 — CMaD National Partnership schools participating in ‘whole-of-school’ change strategies and approaches

This section reports on the South Australia Certificate of Education (SACE) results of senior secondary students in 223 South Australian CMaD National Partnership schools participating in ‘whole of school’ strategies and approaches, across three groups: schools involved in the CMaD National Partnership since 2010 (87 CMaD NP schools), schools involved since 2011 (117 CMaD NP schools) and schools involved since 2012 (19 CMaD NP schools). As these schools commenced in the CMaD National Partnership in different periods, they are reported and tracked on separate tables over the life of the partnership.

Government schooling reform initiatives across South Australia over the years have resulted in the amalgamation of some schools into new schools with different names and campuses. This will continue to impact on the total number of CMaD National Partnership schools participating in ‘whole of school’ interventions across reporting periods.

Overview

In 2012, of the 223 CMaD National Partnership schools participating in ‘whole-of-school’ strategies and approaches, 62.8% (or 140 schools) were designated junior primary/primary, reflecting the important focus on improving learning outcomes in the primary years.

In 2012, 58 schools (26.0% of total) had potential SACE completers (or students eligible to receive a South Australian Certificate of Education). Over half (34 schools or 58.6%) of these schools were located in regional South Australia.

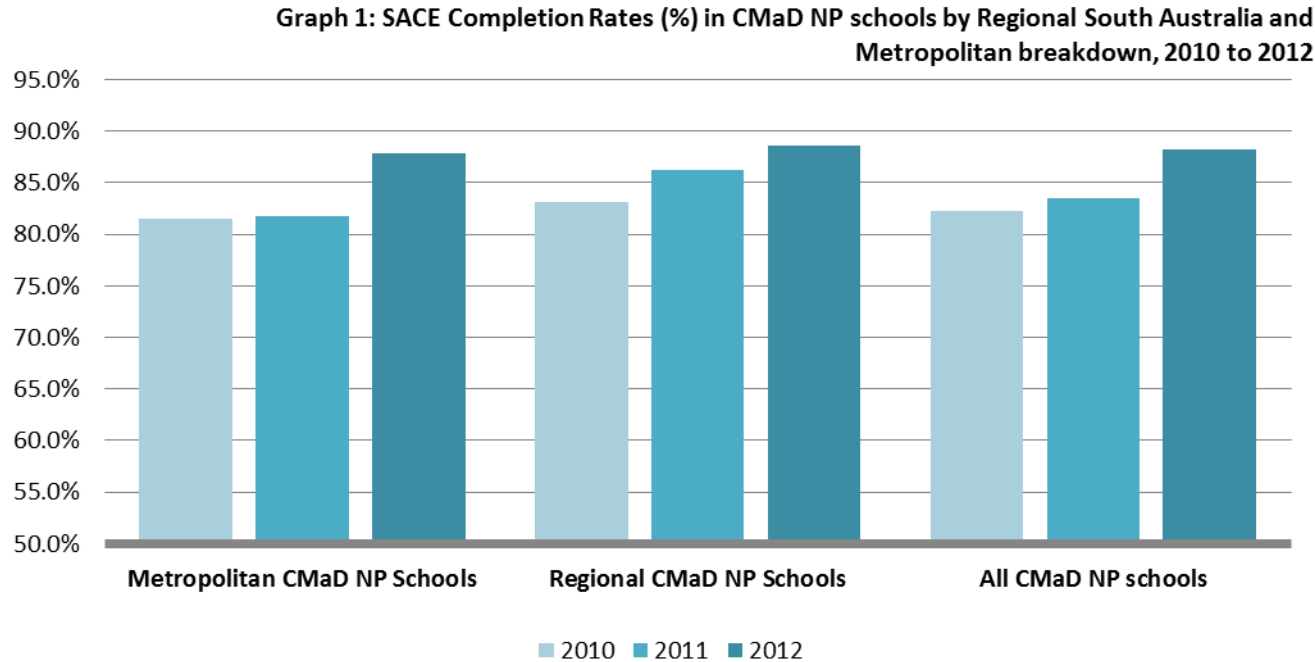
Increase in SACE completions

2 133 students in CMaD NP schools completed the SACE this year, up from 1 912 in 2011. Over the last three years, CMaD NP schools have shown an increase in SACE completion rates, from 82.2% in 2010 to 88.2% in 2012 – and represent a steady improvement towards the overall South Australian SACE completion rate of 92.2% in 2012. ⁽¹⁾

As the Graph 1 illustrates, CMaD NP schools in metropolitan Adelaide have shown the largest improvement of 6.2% percentage points from 2011 (81.7% to 87.9%).

More Aboriginal students achieved their SACE this year – 64 Indigenous students received their certificate, compared to 46 last year.

Graph 1: SACE Completion Rates (%) in CMaD NP schools by Regional South Australia and Metropolitan breakdown, 2010 to 2012



SACE Board of South Australia. Media Release, 19 December 2012. <http://www.sace.sa.edu.au/documents/10336/bec28ef8-2f90-46f0-a9e5-c8ed9b18abe4>. Accessed 5 August 2013.

Communities Making a Difference (Low SES) National Partnership for schools participating in ‘whole-of-school’ strategies and approaches by SACE completions, 2010 to 2012:

Table 3.1(a) – All schools in CMaD NP ‘whole-of-school’ interventions with SACE completions, since 2010

| SACE completion in CMaD NP schools participating since 2010 ⁽¹⁾ | 2009 (baseline) | 2010 | 2011 | 2012 | Difference 2009-12 |
|--|-----------------|-------|-------|-------|--------------------|
| Total no. of SACE completions (all students) | 703 | 742 | 676 | 794 | 91 |
| SACE completion rate (all students) (%) ⁽²⁾ | 81.9% | 78.4% | 81.1% | 87.3% | 5.4% |
| Total no. of SACE completions (Indigenous students) ⁽³⁾ | 18 | 23 | 18 | 30 | 12 |
| SACE completion rate Indigenous students (%) ⁽²⁾ | 66.7% | 69.7% | 69.2% | 71.4% | 4.8% |
| Total no. of SACE completions (LBOTE students) ⁽⁴⁾ | 43 | 102 | 146 | 140 | 97 |
| SACE completion rate LBOTE students (%) ⁽²⁾ | 69.4% | 77.3% | 74.1% | 88.6% | 19.3% |

Table 3.1(b) – All schools in CMaD NP ‘whole-of-school’ interventions with SACE completions, since 2011

| SACE completion in CMaD NP schools participating since 2011 ⁽¹⁾ | 2010 (baseline) | 2011 | 2012 | Difference 2010-11 |
|--|-----------------|-------|-------|--------------------|
| Total no. of SACE completions (all students) | 1078 | 1015 | 1130 | 52 |
| SACE completion rate (all students) (%) ⁽²⁾ | 86.9% | 84.1% | 89.9% | 3.0% |
| Total no. of SACE completions (Indigenous students) ⁽³⁾ | 24 | 28 | 34 | 10 |
| SACE completion rate Indigenous students (%) ⁽²⁾ | 82.8% | 82.4% | 87.2% | 4.4% |
| Total no. of SACE completions (LBOTE students) ⁽⁴⁾ | 183 | 263 | 235 | 52 |
| SACE completion rate LBOTE students (%) ⁽²⁾ | 80.6% | 82.7% | 85.8% | 5.1% |

Discretion should be used when considering CMaD NP schools participating since 2012, as results would be expected to fluctuate due to the short time frame and the small number of schools in this category (only six CMaD NP schools had SACE completers).

Table 3.1(c) – All schools in CMaD NP ‘whole-of-school’ interventions with SACE completions, since 2012

| SACE completion in CMaD NP schools participating since 2012 ⁽¹⁾ | 2011 (baseline) | 2012 | Difference 2011- 12 |
|--|-----------------|-------|---------------------------|
| Total no. of SACE completions (all students) | 221 | 209 | -12 |
| SACE completion rate (all students (%) ⁽²⁾ | 88.8% | 82.6% | -6.1% |
| Total no. of SACE completions (Indigenous students) ⁽³⁾ | na | na | na |
| SACE completion rate Indigenous students (%) ⁽²⁾ | na | na | na |
| Total no. of SACE completions (LBOTE students) ⁽⁴⁾ | 71 | 53 | -18 |
| SACE completion rate LBOTE students (%) ⁽²⁾ | 86.6% | 85.5% | -1.1% |

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

Footnotes section 4(1) — Table 3.1(a), Table 3.1(b) and Table 3.1(c)

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

(2) Completion rate is calculated by dividing the total number of students who completed SACE by the total number of Potential SACE Completers, in selected CMaD NP schools. A student is considered to be a ‘Potential Completer’ if they attempted to complete the SACE requirements in the given year. In 2010 students had at least one enrolment in the given year (in either Stage 1 or Stage 2 subject); had completed at least 6 units at Stage 2; had undertaken at least 22 SACE units which may include VET, and have not completed the SACE before **1 April** of the given year. From 2011, a potential completer is a student who is enrolled in or had a completed enrolment in the following; the Personal Learning Plan (PLP) or PLP modified at Stage 1; at least 20 credits of an English subject at Stage 1 and/or Stage 2; at least 10 credits of a mathematics subject at Stage 1 and/or Stage 2; the Research Project or Research Project Modified at Stage 2; at least 60 credits in a Stage 2 subject; and at least 200 credits in total, 150 of which may be gained through VET recognition arrangements.

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

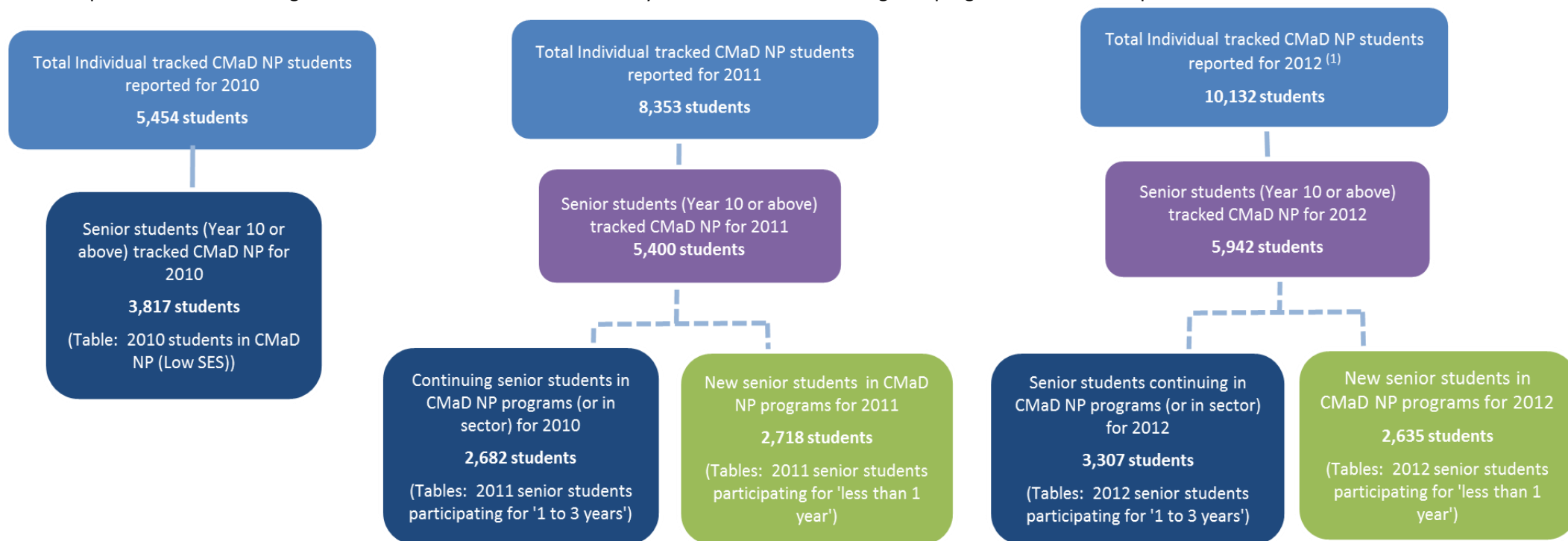
(4) Includes all students who identify as having a language background other than English (LBOTE), where either the student, or the student’s parents or carers, speak a main language other than English at home, and who have self-confirmed to the SACE Board that they speak a language other than English at home. Those with a ‘null’ declaration were assumed to only have English as their primary language.

Section 4 — Part 2 — Students in the CMaD National Partnership participating in ‘individualised targeted support’ strategies and approaches

The South Australian Department for Education and Child Development (DECD) provided a comprehensive suite of individualised support programs to young people who had become disconnected from school, were at risk of leaving school early and/or who had disengaged from learning. This section provides information for 10 132 tracked individual students who participated in CMaD National Partnership ‘individual targeted support’ interventions in government schools during 2012, across two groups:

- Those students who have participated in CMaD NP ‘individual targeted support’ interventions for 1-3 years (5 120 students)
- Those students who have participated in CMaD NP ‘individual targeted support’ interventions for less than 1 year (5 012 students)

The majority of senior secondary students leave in their final two years of schooling, and therefore will not have any student results in the subsequent reporting period(s). To provide historical trend information, previously reported CMaD NP results for SACE completions in literacy and numeracy and potential destination profile has been provided. The following chart outlines how SA senior secondary students in CMaD NP targeted programs have been reported in this section:



1) For 2012, 105 senior students who participated in a CMaD NP program during 2010, after no longer appearing as enrolled in the government sector in 2011, and who subsequently returned to continue in a CMaD NP program have been included.

It is important to note students participating in ‘individualised targeted support’ include students who have complex life responsibilities and/or issues that impact upon their successful engagement with learning, may be significantly disengaged from their learning, and may not have been attending school, often for some years

(even though they may be of compulsory schooling age). Any analysis should keep in mind these numerous factors that may impact upon student learning outcomes.

Overview

In 2012, there were 8 908 **DECD** students involved in a range of CMaD NP 'individual targeted support' interventions. A further, 1 224 students continued their schooling in the government sector, but no longer received individualised targeted support. For this reporting, these students have continued to be tracked for the year preceding their participation in a CMaD NP intervention, to measure the effect of the intervention on their student outcomes.

In 2012, there were 58.6% (5 942 students) were enrolled in senior secondary year levels (Year 10 or above), of which:

- 15.0% identified as Australian Aboriginal and/or Torres Strait Islander
- 9.6% were from a language background other than English (LBOTE)
- 17.1% were students with a disability.

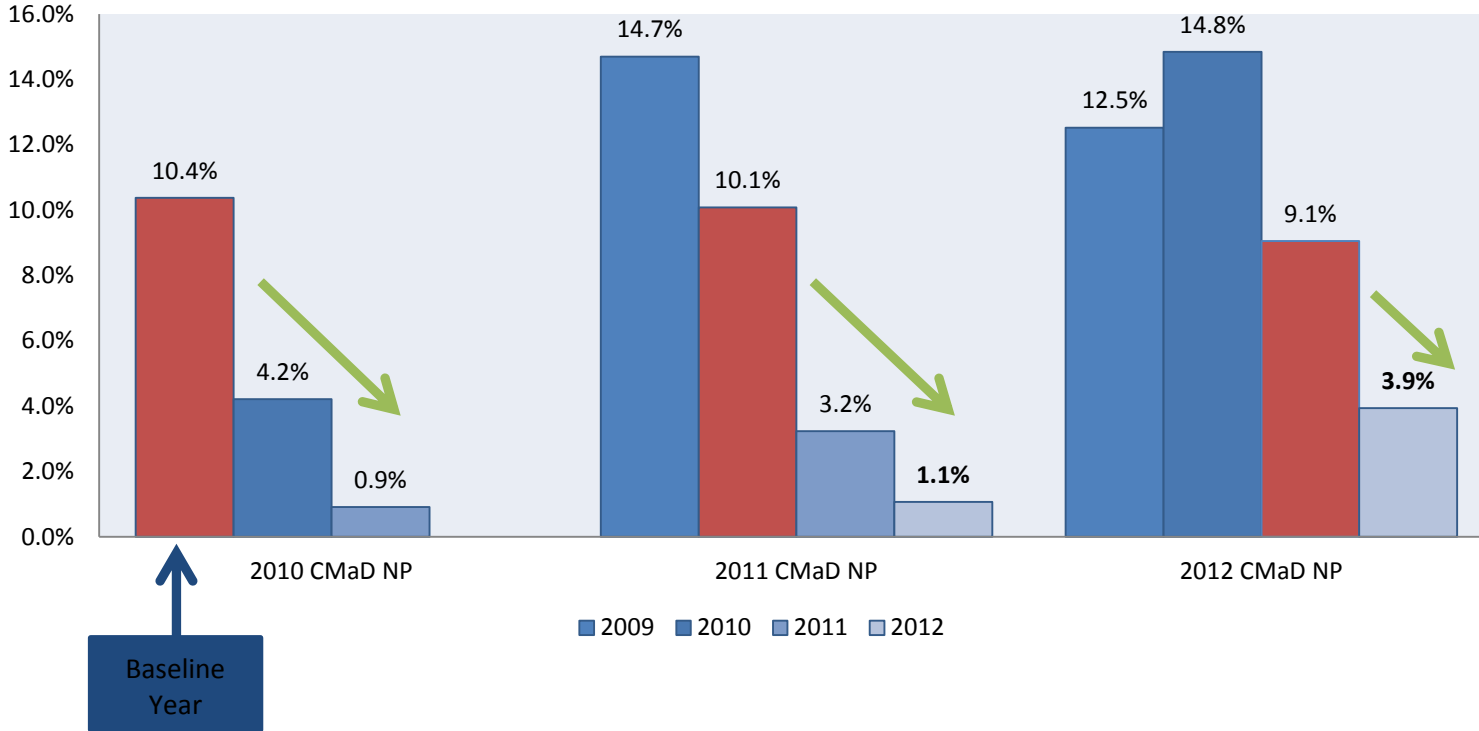
Decrease in suspensions

Of the 5 942 tracked senior secondary students in the CMaD National Partnership in 2012, there has been a steady overall decrease in the number of students receiving suspension(s) from school, reducing from 882 students in 2010 (14.8% of total) to 234 students (3.9% of total) in 2012.

In particular, students who were suspended multiple times during the school year reduced by 259 students from 2010 (from 310 students to 51 students). This suggests there has been improvement in behaviour while in school, particularly compared with the years prior to participation in CMaD National Partnership 'individualised targeted support' programs. This suggests a high level of engagement in these senior years, which is more likely to lead to successful school completion.

As Graph 2 illustrates (over page), all three cohorts of tracked CMaD senior secondary students in 2010, 2011 and 2012, had an average of 15% of students being suspended, once or multiple times, during the year prior to their involvement with a CMaD NP intervention. The trend data suggests that within the first year in starting in the CMaD NP interventions these students have an average reduction of over 50% in suspensions, which decreases again by the second year.

Graph 2: 2010, 2011 and 2012 senior secondary students (Year 10 or above) who participated in CMaD National Partnership ‘individual targeted support’, by percentage (%) of suspensions



South Australian Certificate of Education (SACE)

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

Successful completion of compulsory literacy and numeracy requirements

In 2012, 98.8% of senior secondary students (Year 10 and above) had an active SACE ID. Although Year 10 students may have an active SACE ID most will not have undertaken any literacy or numeracy SACE subjects, as the majority of Stage 1 SACE subjects are studied in Year 11.

In 2012, there were 1 403 students in CMaD NP interventions who had undertaken 20 credits of Stage 1 English subjects, with 66.0% achieving a 'C' grade or better, thereby meeting the SACE literacy requirement. A further 1 637 students had undertaken at least 10 credits of Stage 1 English subjects, of which 78.2% had achieved a 'C' grade or better, thereby moving towards achieving their SACE literacy requirements.

Similarly, of those CMaD NP students (3,073 students) who undertook at least 10 credits of Stage 1 mathematics subjects, 75.7% achieved a 'C' grade or better, thereby meeting the SACE numeracy requirement.

Overall increase in SACE completions

In 2012, 20.5% of Year 12/13 CMaD NP students had received a SACE certificate. The following table shows the SACE completion for the CMaD NP over the last three years, and demonstrates a slight proportional improvement from the first year of the national partnerships.

| CMaD NP Program | Total Year 12/13 students participating | No. who had a SACE Completion | % of total students |
|-----------------|---|-------------------------------|---------------------|
| 2010 CMaD NP | 1 539 | 282 | 18.3% |
| 2011 CMaD NP | 2 074 | 335 | 16.2% |
| 2012 CMaD NP | 2 174 | 446 | 20.5% |

Please note: remaining students may have undertaken other learning and earning opportunities.

Communities Making a Difference (Low SES) National Partnership students participating in ‘individual targeted support’ strategies and approaches 2010 to 2012, by SACE literacy and numeracy subject results, ‘C’ Grade or Better:

Table 2.5(a-1) – Students participating in CMaD NP ‘individual targeted support’ interventions for 1-3 years - ALL Students in CMaD NP (Low SES) by L&N SACE Subject ⁽³⁾

| School Year Level | 2010 SACE results ⁽¹⁾ Literacy Subjects ⁽⁵⁾ Stage 1 | 2010 SACE results Literacy Subjects Stage 2 | 2010 SACE results Numeracy Subjects Stage 1 | 2010 SACE results Numeracy Subjects Stage 2 | 2011 SACE results Literacy Subjects Stage 1 | 2011 SACE results Literacy Subjects Stage 2 | 2011 SACE results Numeracy Subjects Stage 1 | 2011 SACE results Numeracy Subjects Stage 2 | 2012 SACE results Literacy Subjects Stage 1 | 2012 SACE results Literacy Subjects Stage 2 | 2012 SACE results Numeracy Subjects Stage 1 | 2012 SACE results Numeracy Subjects Stage 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No. of students who undertook subject | 1895 | 323 | 1893 | 160 | 1117 | 142 | 1157 | 79 | 1561 | 179 | 1575 | 88 |
| No. of subject results ⁽⁴⁾ | 3510 | 341 | 2961 | 193 | 2062 | 144 | 1764 | 102 | 2365 | 185 | 2248 | 94 |
| % of results 'C' grade or better ⁽⁹⁾ | 69.6% | 82.7% | 59.3% | 62.2% | 70.0% | 83.3% | 57.1% | 55.9% | 70.8% | 79.5% | 58.5% | 40.4% |

Table 2.5(a-2) – Students participating in CMaD NP ‘individual targeted support’ interventions for 1-3 years - Indigenous Students in CMaD NP (Low SES) by L&N SACE Subject ⁽⁶⁾

| School Year Level | 2010 SACE results Literacy Subjects Stage 1 | 2010 SACE results Literacy Subjects Stage 2 | 2010 SACE results Numeracy Subjects Stage 1 | 2010 SACE results Numeracy Subjects Stage 2 | 2011 SACE results Literacy Subjects Stage 1 | 2011 SACE results Literacy Subjects Stage 2 | 2011 SACE results Numeracy Subjects Stage 1 | 2011 SACE results Numeracy Subjects Stage 2 | 2012 SACE results Literacy Subjects Stage 1 | 2012 SACE results Literacy Subjects Stage 2 | 2012 SACE results Numeracy Subjects Stage 1 | 2012 SACE results Numeracy Subjects Stage 2 |
|---------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| No. of students who undertook subject | 225 | 24 | 225 | 6 | 166 | 14 | 198 | 7 | 217 | 17 | 224 | 7 |
| No. of subject results | 412 | 25 | 334 | 6 | 312 | 14 | 299 | 8 | 328 | 17 | 323 | 7 |
| % of results 'C' grade or better | 61.9% | 60.0% | 52.1% | 0.0% | 68.3% | 78.6% | 50.8% | 37.5% | 67.7% | 94.1% | 57.3% | 42.9% |

Table 2.5(a-3) – Students participating in CMaD NP ‘individual targeted support’ interventions for 1-3 years - LBOTE Students in CMaD NP (Low SES) by L&N SACE Subject ⁽⁷⁾

| School Year Level | 2010 SACE results Literacy Subjects Stage 1 | 2010 SACE results Literacy Subjects Stage 2 | 2010 SACE results Numeracy Subjects Stage 1 | 2010 SACE results Numeracy Subjects Stage 2 | 2011 SACE results Literacy Subjects Stage 1 | 2011 SACE results Literacy Subjects Stage 2 | 2011 SACE results Numeracy Subjects Stage 1 | 2011 SACE results Numeracy Subjects Stage 2 | 2012 SACE results Literacy Subjects Stage 1 | 2012 SACE results Literacy Subjects Stage 2 | 2012 SACE results Numeracy Subjects Stage 1 | 2012 SACE results Numeracy Subjects Stage 2 |
|---------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| No. of students who undertook subject | 169 | 68 | 166 | 30 | 84 | 32 | 101 | 20 | 126 | 21 | 132 | 10 |
| No. of subject results | 341 | 72 | 304 | 40 | 172 | 32 | 182 | 28 | 206 | 22 | 215 | 13 |
| % of results 'C' grade or better | 76.0% | 83.3% | 64.8% | 42.5% | 76.7% | 90.6% | 58.8% | 57.1% | 71.4% | 77.3% | 59.5% | 38.5% |

Table 2.5(a-4) – Students participating in CMaD NP ‘individual targeted support’ interventions for 1-3 years - Students with a Disability in CMaD NP (Low SES) by L&N SACE Subject ⁽⁸⁾

| School Year Level | 2010 SACE results Literacy Subjects Stage 1 | 2010 SACE results Literacy Subjects Stage 2 | 2010 SACE results Numeracy Subjects Stage 1 | 2010 SACE results Numeracy Subjects Stage 2 | 2011 SACE results Literacy Subjects Stage 1 | 2011 SACE results Literacy Subjects Stage 2 | 2011 SACE results Numeracy Subjects Stage 1 | 2011 SACE results Numeracy Subjects Stage 2 | 2012 SACE results Literacy Subjects Stage 1 | 2012 SACE results Literacy Subjects Stage 2 | 2012 SACE results Numeracy Subjects Stage 1 | 2012 SACE results Numeracy Subjects Stage 2 |
|---------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| No. of students who undertook subject | 258 | 7 | 244 | na | 164 | 8 | 177 | na | 254 | 15 | 256 | 8 |
| No. of subject results | 463 | 7 | 342 | na | 295 | 8 | 252 | na | 388 | 15 | 347 | 8 |
| % of results 'C' grade or better | 60.9% | 100.0% | 52.0% | na | 62.7% | 87.5% | 52.4% | na | 71.1% | 93.3% | 59.9% | 25.0% |

Table 2.5(b-1) – Students participating in CMaD NP ‘individual targeted support’ interventions for less than one year - ALL Students in CMaD NP (Low SES) by L&N SACE Subject

| School Year Level | 2011 SACE results Literacy Subjects Stage 1 | 2011 SACE results Literacy Subjects Stage 2 | 2011 SACE results Numeracy Subjects Stage 1 | 2011 SACE results Numeracy Subjects Stage 2 | 2012 SACE results Literacy Subjects Stage 1 | 2012 SACE results Literacy Subjects Stage 2 | 2012 SACE results Numeracy Subjects Stage 1 | 2012 SACE results Numeracy Subjects Stage 2 |
|---------------------------------------|--|--|--|--|--|--|--|--|
| No. of students who undertook subject | 1427 | 215 | 1473 | 122 | 1479 | 233 | 1498 | 135 |
| No. of subject results | 2686 | 221 | 2414 | 126 | 2228 | 239 | 2261 | 151 |
| % of results 'C' grade or better | 74.8% | 80.5% | 61.4% | 55.6% | 78.5% | 85.4% | 62.3% | 58.9% |

Table 2.5(b-2) – Students participating in CMaD NP ‘individual targeted support’ interventions for less than one year – Indigenous Students in CMaD NP (Low SES) by L&N SACE Subject

| School Year Level | 2011 SACE results Literacy Subjects Stage 1 | 2011 SACE results Literacy Subjects Stage 2 | 2011 SACE results Numeracy Subjects Stage 1 | 2011 SACE results Numeracy Subjects Stage 2 | 2012 SACE results Literacy Subjects Stage 1 | 2012 SACE results Literacy Subjects Stage 2 | 2012 SACE results Numeracy Subjects Stage 1 | 2012 SACE results Numeracy Subjects Stage 2 |
|---------------------------------------|---|---|---|---|---|---|---|---|
| No. of students who undertook subject | 145 | 12 | 151 | na | 88 | 7 | 90 | na |
| No. of subject results | 281 | 13 | 245 | na | 142 | 7 | 127 | na |
| % of results 'C' grade or better | 66.9% | 84.6% | 54.7% | na | 66.9% | 85.7% | 55.1% | na |

Table 2.5(b-3) – Students participating in CMaD NP ‘individual targeted support’ interventions for less than one year – LBOTE Students in CMaD NP (Low SES) by L&N SACE Subject

| School Year Level | 2011 SACE results Literacy Subjects Stage 1 | 2011 SACE results Literacy Subjects Stage 2 | 2011 SACE results Numeracy Subjects Stage 1 | 2011 SACE results Numeracy Subjects Stage 2 | 2012 SACE results Literacy Subjects Stage 1 | 2012 SACE results Literacy Subjects Stage 2 | 2012 SACE results Numeracy Subjects Stage 1 | 2012 SACE results Numeracy Subjects Stage 2 |
|---------------------------------------|--|--|--|--|--|--|--|--|
| No. of students who undertook subject | 134 | 33 | 137 | 24 | 185 | 55 | 187 | 30 |
| No. of subject results | 263 | 35 | 252 | 26 | 300 | 56 | 299 | 34 |
| % of results 'C' grade or better | 77.2% | 80.0% | 65.1% | 50.0% | 80.7% | 85.7% | 66.6% | 67.6% |

Table 2.5(b-4) – Students participating in CMaD NP ‘individual targeted support’ interventions for less than one year –Students with a Disability in CMaD NP (Low SES) by L&N SACE Subject

| School Year Level | 2011 SACE results Literacy Subjects Stage 1 | 2011 SACE results Literacy Subjects Stage 2 | 2011 SACE results Numeracy Subjects Stage 1 | 2011 SACE results Numeracy Subjects Stage 2 | 2012 SACE results Literacy Subjects Stage 1 | 2012 SACE results Literacy Subjects Stage 2 | 2012 SACE results Numeracy Subjects Stage 1 | 2012 SACE results Numeracy Subjects Stage 2 |
|---------------------------------------|---|---|---|---|---|---|---|---|
| No. of students who undertook subject | 173 | 13 | 168 | na | 204 | 16 | 196 | 6 |
| No. of subject results | 332 | 13 | 268 | na | 296 | 16 | 301 | 7 |
| % of results 'C' grade or better | 74.4% | 84.6% | 65.7% | na | 77.7% | 100.0% | 60.5% | 57.1% |

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

Footnotes section 4(2) — Table 2.5(a) and Table 2.5(b)

- (1) Includes students who participated in 2010 CMaD National Partnership programs reported at the end of 2010. Including students left the Government sector at the end of 2010 and are no longer included in the next reporting period, students who continued to be enrolled at a school in the Government sector in 2011 and/or who remained in CMaD National Partnership 'Individual Targeted Support' for 2011.
- (2) Includes all students who continued to be enrolled at a school in the Government sector in the reporting and/or who remained in CMaD National Partnership 'Individual Targeted Support' for the reporting year.
- (3) Includes all students participating in 'Individual Targeted Support' CMaD National Partnership, who were enrolled and participated in a South Australia Certificate of Education (SACE) literacy and/or numeracy subject (regardless of year level). Includes all students who received a SACE result for a literacy and/or numeracy subject, including those who received a 'N' for requirements not met or 'RNM' Requirements not met (prior to 2010) result. Students who were assessed as Indigenous, LBOTE and/or with a disability may be included in multiple cohorts.
- (4) Includes all enrolled Stage 1 and Stage 2 SACE literacy or numeracy subjects (10 or 20 credits), and is a combination of 'new' SACE and old SACE subjects. Therefore different grades levels are applied to subjects, that is, 'SA' Satisfactory Achievement, 'RA' Recorded Achievement, 'RNM' Requirements not met prior to 2010, and grades 'A+ to E-' and 'N' (requirements not met) from 2010. Individual subjects may be counted multiple times as the same student may undertake the subject more than once, or over more than one Semester (that is, half-year subjects (10 credits) or whole year subjects (20 credits)). Students can complete a subject but not receive a 'C' grade or better assessment.
- (5) Literacy or numeracy subjects include all English (Stage 1 and Stage 2 SACE subjects) and all mathematics (Stage 1 and Stage 2 SACE subjects). Half-year subjects (10 credits) and whole-year subjects (20 credits) are individually counted.
- (6) Includes all students who identify as being Australian Aboriginal and/or Torres Strait Islander students in the reporting year. These figures may under represent the true number of Indigenous students due to the technical difficulties associated with data collection and reliance on self-identification.
- (7) Includes all students who identify as having a Language Background Other Than English (LBOTE), where either the student, or the student's parents or carers, speak a language other than English at home in the reporting year. These figures may under represent the true number of LBOTE students due to the technical difficulties associated with data collection and reliance on self-identification.
- (8) Includes all students who are eligible for the South Australian Department for Education and Child Development (DECD) *Disability Support Program* in the reporting year. Eligibility for the *Disability Support Program* requires evidence of both impairment, as described in the DECD *Disability Support Program 2007 Eligibility Criteria*, and the ways in which a student's impairment does, or will, impact significantly on progress in the curriculum and on his/her ability to participate in learning activities and the school community. Please refer to <http://www.decd.sa.gov.au/speced/pages/specialneeds/intro/> for further information.
- (9) The percentage is calculated as: the total number of literacy and/or numeracy subjects (Stage 1 or 2, 10 or 20 credits) where students have achieved a 'C' grade or better, divided by the total number of literacy and numeracy subjects undertaken (footnote 4). Includes any subjects graded 'SA' (Satisfactory Achievement) prior to 2010, Grade level 'A' to 'C' Stage 1, and 'A+' to 'C-' Stage 2 from 2010.

Communities Making a Difference (Low SES) National Partnership senior students (Year 10 and above) participating in 'individual targeted support' strategies and approaches 2010 to 2012, by potential destination:

Table 3.1(a-1) - ALL Students participating in CMaD NP (Low SES) for 1 to 3 years ⁽¹⁾

| Destinations Reason | No. of Students 2010 | % of Total Students 2010 | No. of Students 2011 | % of Total Students 2011 | No. of Students 2012 | % of Total Students 2012 |
|------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|
| School Enrolment | 2112 | 55.3 | 1508 | 56.2 | 1990 | 60.2 |
| Tertiary/TAFE/Training | 145 | 3.8 | 70 | 2.6 | 91 | 2.8 |
| Employment | 321 | 8.4 | 162 | 6 | 167 | 5 |
| Seeking Employment | 365 | 9.6 | 319 | 11.9 | 257 | 7.8 |
| Left South Australia | 63 | 1.7 | 42 | 1.6 | 53 | 1.6 |
| Other | 201 | 5.3 | 146 | 5.4 | 99 | 3 |
| Unknown | 610 | 16 | 435 | 16.2 | 650 | 19.7 |
| Total | 3817 | 100 | 2682 | 100 | 3307 | 100 |

Table 3.1(a-2) -Indigenous Students participating in CMaD NP (Low SES) for 1 to 3 years ⁽²⁾

| Destinations Reason | No. of Students 2010 | % of Total Students 2010 | No. of Students 2011 | % of Total Students 2011 | No. of Students 2012 | % of Total Students 2012 |
|------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|
| School Enrolment | 356 | 62.9 | 326 | 64.6 | 445 | 67.5 |
| Tertiary/TAFE/Training | 23 | 4.1 | 8 | 1.6 | 18 | 2.7 |
| Employment | 17 | 3 | 15 | 3 | 22 | 3.3 |
| Seeking Employment | 53 | 9.4 | 51 | 10.1 | 50 | 7.6 |
| Left South Australia | 12 | 2.1 | 14 | 2.8 | 13 | 2 |
| Other | 29 | 5.1 | 19 | 3.8 | 25 | 3.8 |
| Unknown | 76 | 13.4 | 72 | 14.3 | 86 | 13.1 |
| Total | 566 | 100 | 505 | 100 | 659 | 100 |

Table 3.1(a-3) -LBOTE Students participating in CMaD NP (Low SES) for 1 to 3 years ⁽³⁾

| Destinations Reason | No. of Students 2010 | % of Total Students 2010 | No. of Students 2011 | % of Total Students 2011 | No. of Students 2012 | % of Total Students 2012 |
|------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|
| School Enrolment | 141 | 50.7 | 126 | 57 | 191 | 66.8 |
| Tertiary/TAFE/Training | 18 | 6.5 | 14 | 6.3 | 8 | 2.8 |
| Employment | 11 | 4 | 8 | 3.6 | 6 | 2.1 |
| Seeking Employment | 25 | 9 | 23 | 10.4 | 19 | 6.6 |
| Left South Australia | 5 | 1.8 | 7 | 3.2 | 5 | 1.7 |
| Other | 5 | 1.8 | 7 | 3.2 | 8 | 2.8 |
| Unknown | 73 | 26.3 | 36 | 16.3 | 49 | 17.1 |
| Total | 278 | 100 | 221 | 100 | 286 | 100 |

Table 3.1(a-4) -Students with a Disability participating in CMaD NP (Low SES) for 1 to 3 years ⁽⁴⁾

| Destinations Reason | No. of Students 2010 | % of Total Students 2010 | No. of Students 2011 | % of Total Students 2011 | No. of Students 2012 | % of Total Students 2012 |
|------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|
| School Enrolment | 392 | 60.4 | 312 | 59.9 | 403 | 62 |
| Tertiary/TAFE/Training | 12 | 1.8 | 10 | 1.9 | 16 | 2.5 |
| Employment | 45 | 6.9 | 18 | 3.5 | 31 | 4.8 |
| Seeking Employment | 72 | 11.1 | 69 | 13.2 | 52 | 8 |
| Left South Australia | 10 | 1.5 | 10 | 1.9 | 15 | 2.3 |
| Other | 33 | 5.1 | 24 | 4.6 | 16 | 2.5 |
| Unknown | 85 | 13.1 | 78 | 15 | 117 | 18 |
| Total | 649 | 100 | 521 | 100 | 650 | 100 |

Table 3.1(b-1) –ALL Students participating in CMaD NP (Low SES) for less than 1 year ⁽¹⁾

| Destinations Reason | No. of Students 2011 | % of Total Students 2011 | No. of Students 2012 | % of Total Students 2012 |
|----------------------------|---------------------------------|-------------------------------------|---------------------------------|-------------------------------------|
| School Enrolment | 1706 | 62.8 | 1655 | 62.8 |
| Tertiary/TAFE/Training | 101 | 3.7 | 105 | 4.0 |
| Employment | 136 | 5.0 | 112 | 4.3 |
| Seeking Employment | 181 | 6.7 | 174 | 6.6 |
| Left South Australia | 52 | 1.9 | 56 | 2.1 |
| Other | 88 | 3.2 | 69 | 2.6 |
| Unknown | 454 | 16.7 | 464 | 17.6 |
| Total | 2718 | 100.0 | 2635 | 100.0 |

Table 3.1(b-2) Indigenous Students participating in CMaD NP (Low SES) for less than 1 year ⁽²⁾

| Destinations Reason | No. of Students 2011 | % of Total Students 2011 | No. of Students 2012 | % of Total Students 2012 |
|----------------------------|---------------------------------|-------------------------------------|---------------------------------|-------------------------------------|
| School Enrolment | 217 | 65.6 | 152 | 64.7 |
| Tertiary/TAFE/Training | 9 | 2.7 | 4 | 1.7 |
| Employment | 8 | 2.4 | 6 | 2.6 |
| Seeking Employment | 18 | 5.4 | 9 | 3.8 |
| Left South Australia | 12 | 3.6 | 8 | 3.4 |
| Other | 10 | 3.0 | 13 | 5.5 |
| Unknown | 57 | 17.2 | 43 | 18.3 |
| Total | 331 | 100.0 | 235 | 100.0 |

Table 3.1(b-3) LBOTE Students participating in CMaD NP (Low SES) for less than 1 year ⁽³⁾

| Destinations Reason | No. of Students 2011 | % of Total Students 2011 | No. of Students 2012 | % of Total Students 2012 |
|----------------------------|---------------------------------|-------------------------------------|---------------------------------|-------------------------------------|
| School Enrolment | 156 | 59.3 | 157 | 55.7 |
| Tertiary/TAFE/Training | 17 | 6.5 | 16 | 5.7 |
| Employment | 10 | 3.8 | 4 | 1.4 |
| Seeking Employment | 12 | 4.6 | 17 | 6.0 |
| Left South Australia | 6 | 2.3 | 8 | 2.8 |
| Other | 3 | 1.1 | 5 | 1.8 |
| Unknown | 59 | 22.4 | 75 | 26.6 |
| Total | 263 | 100.0 | 282 | 100.0 |

Table 3.1(b-4) - Students with a Disability participating in CMaD NP (Low SES) for less than 1 year ⁽⁴⁾

| Destinations Reason | No. of Students 2011 | % of Total Students 2011 | No. of Students 2012 | % of Total Students 2012 |
|----------------------------|---------------------------------|-------------------------------------|---------------------------------|-------------------------------------|
| School Enrolment | 288 | 71.6 | 238 | 65.4 |
| Tertiary/TAFE/Training | 5 | 1.2 | 12 | 3.3 |
| Employment | 14 | 3.5 | 16 | 4.4 |
| Seeking Employment | 30 | 7.5 | 25 | 6.9 |
| Left South Australia | 5 | 1.2 | 7 | 1.9 |
| Other | 9 | 2.2 | 4 | 1.1 |
| Unknown | 51 | 12.7 | 62 | 17.0 |
| Total | 402 | 100.0 | 364 | 100.0 |

Footnotes section 4(2) — Table 3.1(a) and Table 3.1(b)

(1) The intended destination of students (Year 10 and above) participating in CMaD National Partnership 'Individual Targeted Support' sourced from the DECD Student Census System Term 1, subsequent reporting period(s) . This information should be used with discretion. A follow up survey such as student intended destination has limitations such as cost, low response rates, and the difficulty of contacting populations who tend to be very mobile. Continuation of 'School Enrolment' is based on the assumption that students with an 'active' status' in the Central EDSAS Data Store (CEDS) are still at school. DECD Student Census System, Term 1, 2013.

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

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

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

Acronyms and abbreviations used in the 2013 South Australian progress report

| | |
|---------|---|
| APCSS | Association of Principals of Catholic Secondary Schools |
| ACEM | Aboriginal Community Education Officer |
| AIO | Aboriginal Inclusion Officer |
| AISSA | Association of Independent Schools of South Australia |
| AITSL | Australian Institute for Teaching and School Leadership |
| APST | Australian Professional Standards for Teachers |
| APY | Anangu Pitjantjatjara Yankunytjatjara |
| ATAT | Aboriginal Turn Around Team |
| CEO | Catholic Education Office |
| CESA | Catholic Education South Australia |
| CLP | Collaborative Learning Projects |
| CMaD | Communities Making a Difference |
| CPD | Continuing Professional Development |
| DECD | Department for Education and Child Development |
| DEEWR | Department of Education, Employment and Workplace Relations |
| EAL | English as an Additional |
| ECT | Early Career Teacher |
| FLO | Flexible Learning Option |
| HASS | Humanities and Social Sciences |
| ICAN | Innovative Community Action Network |
| ILC | Independent Learning Centre |
| ILP | Independent Learning Plan |
| LBOTE | Language Background Other Than English |
| NP | National Partnership |
| PALL | Principals as Literacy Leaders |
| PLC | Professional Learning Communities |
| QeLi | Queensland Education Leadership Institute |
| RLC | Regional Leadership Consultant |
| SAAETCB | South Australian Aboriginal Education and Training Consultative Board |
| SAC | Student Attendance Counsellor |
| SACE | South Australian Certificate of Education |
| SACPPA | South Australian Catholic Primary Principals Association |
| SASPA | South Australian Secondary Principals Association |
| SPALL | Secondary Principals as Literacy Leaders |
| SSNPs | Smarter Schools National Partnerships |
| SSO | School Services Officer |
| TfEL | Teaching for Effective Learning |
| TORCH | Tests of Reading Comprehension |
| TRB | Teachers Registration Board |
| TSS | Targeted Student Support |
| VET | Vocational Education and Training |