

National School Reform Agreement

South Australia Bilateral Agreement: 2020 Progress Report

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

Executive Summary

In 2020, South Australia's schooling sectors have continued to work to progress all agreed actions under the bilateral agreement of the National School Reform Agreement. Highlights against the three reform directions of the agreement are noted below.

REFORM DIRECTION A ***Supporting students, student learning and student achievement***

- Continuing the rollout of the \$1.3b investment in South Australian government education sites, which includes: over 100 projects to improve school facilities across the state, supporting the impending transition year 7 into high school; a new secondary school in Whyalla to replace 3 ageing secondary schools in the area and; two new birth to year 12 schools located at Aldinga and Angle Vale and a new secondary school at Goolwa.
- For the Catholic sector, priorities were the ongoing rollout of the Phonics Sound Check in primary schools, and refining arrangements for the transition of Year 7 to high school at all school sites.
- For Independent schools, the transition to online modes for professional learning created opportunities for metropolitan and rural schools to engage with the literacy and numeracy learning progressions, and new STEM professional learning was planned and prioritised in response to identified school and teacher need.

REFORM DIRECTION B ***Support teaching, school leadership and school improvement***

- In the Government sector, rollout of entrepreneurial education programs continued at the 5 participating schools. Orbis, the department's professional learning institute for leaders, continued its program of professional learning to develop teaching expertise and educational leadership by supporting 400 educators in their professional development.
- In the Catholic sector, the Living, Learning, Leading, Standards were trialled as a tool for supporting annual school improvement planning and the Entrepreneurial Education Network was established to focus on students and teachers working as co-creators, innovators and designers of product-oriented entrepreneurial learning experiences.
- For Independent schools, there was a continuing emphasis on leadership and professional development, including entirely new opportunities, *Leading Innovation: Learning from Leading Voices COVID-19*, which were rapidly designed in response to the COVID-19 pandemic.

REFORM DIRECTION C ***Enhancing the national evidence base***

- The Department for Education continued collaboration with the Australian Government on quality assurance strategies to build a consistent understanding and improve the annual Nationally Consistent Collection of Data on School Students with Disability.
- Independent schools have continued to be offered and utilise school improvement initiatives, including supports and resources to help manage the impact of the COVID-19 pandemic.
- The Catholic sector piloted its new Business Intelligence tool to provide data to inform and support school improvement activities, and consideration of ongoing refinements to the tool's efficacy and alignment to school and system improvement priorities in 2021.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

Throughout 2020, it is evident that significant work to fulfil commitments under the bilateral agreement have been achieved. In addition to sector-specific reforms, the 3 sectors in South Australia have continued to progress collaborative working relationships, including a focus on the national policy initiatives of the National School Reform Agreement.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

Progress Against Each Reform Direction

Reform Direction A - Support students, student learning and achievement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>School Improvement Model</p> <ul style="list-style-type: none"> All schools are provided a suite of tailored guides to support improvements in literacy and numeracy 	Government	2019	<p>Action Status: completed in 2019. Activities are ongoing.</p> <ul style="list-style-type: none"> The department is embedding the improvement strategies in the literacy and numeracy guides through their inclusion in teaching units in all F-10 Australian Curriculum learning areas.
<p>STEM</p> <ul style="list-style-type: none"> Deliver 500 ‘expert’ teachers in primary schools across South Australia, including regional and rural locations 	Government	By 2020	<p>Action status: completed in 2019. Activities are ongoing.</p> <ul style="list-style-type: none"> Professional learning is being augmented through the development of new R-10 curriculum resources in science, mathematics and technology aligned to the Australian Curriculum. The resources are being released progressively to 2023.
<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> Deliver phonics-based literacy and numeracy screening for all Year 1 students 	Government	2019	<p>Action status: completed in 2019. Activities are ongoing.</p> <ul style="list-style-type: none"> 2020 was the third year that the Phonics Screening Check has been implemented across all government schools at which Year 1 students are enrolled. Results show an overall improvement from the previous year, demonstrating that a renewed focus on phonics

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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			continues to lift literacy outcomes and learning in South Australian government schools.
<ul style="list-style-type: none"> Literacy Guarantee Unit operational 	Government	2019	Action status: completed in 2019. Activities are ongoing. <ul style="list-style-type: none"> The Literacy Guarantee Unit was fully operational in 2019. While COVID-19 caused some modifications to the Unit’s operations, it continued to provide support for the Phonics Check and hosted conferences and webinars for teachers.
Schools Capital Program <ul style="list-style-type: none"> A program to revitalise ageing infrastructure and increase capacity 	Government	Year TBC	Action status: ongoing <ul style="list-style-type: none"> The State government is investing \$1.3 billion into education capital works, including the establishment of 4 new schools. Together it comprises the biggest capital investment in education in South Australia’s history. It includes: Capital works <ul style="list-style-type: none"> 99 projects to improve school facilities across the state, support sustainable enrolment growth, and transition year 7 into high school. These projects are rolling out over a number of years, with priority being given to high schools to support the transition of year 7 to high school in 2022. In 2020, construction was underway on 59 projects, with priority given to ensuring additional capacity is completed

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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			<p>for the year 7 transition to high school in 2022. Planning continued for remaining projects the accelerated modular education facilities program was expanded to support delivery of a further 16 projects (28 in total).</p> <p>New secondary school in Whyalla</p> <ul style="list-style-type: none"> • A new secondary school, Whyalla Secondary College, is being built to replace 3 ageing secondary schools in the area. It will accommodate 1500 students in years 7 to 12 and form part of a world class education hub with links to UniSA and TAFE SA. The new school will be completed in time to open at the start of the 2022 school year. • In May 2020, construction commenced, and in July the school principal was appointed. Engagement with staff, students, the local council, TAFE, UniSA and the broader community continued. <p>New birth to year 12 schools in Angle Vale and Aldinga</p> <ul style="list-style-type: none"> • Two new birth to year 12 schools are being built in Aldinga (Aldinga Payinthe College) and Angle Vale (Riverbanks College B-12) to address predicted population growth in the outer northern and outer southern suburbs of the greater metropolitan area. Each school will be constructed under a public private partnership arrangement and provide brand new contemporary learning environments for 1500 reception to year 12 students, 100 inclusive places for

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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			<p>students with disability and 75 places for preschool and long day care. The new schools will be completed in time to open at the start of the 2022 school year.</p> <ul style="list-style-type: none"> • Construction commenced on the Aldinga school in April 2020, and on the Angle Vale school in May. Engagement with key local stakeholders and the community continues as the projects progress. <p>New secondary school in Goolwa</p> <ul style="list-style-type: none"> • A new secondary school is being established in Goolwa that will initially accommodate up to 400 students while also forming part of an educational hub for the town given its location near the existing primary school and children’s centre. The new school will be completed in time to open at the start of the 2022 school year. • In 2020, the new school was announced and in November its principal was appointed. Construction is expected to commence in early 2021.
<p>South Australian Government schools’ Year 7 transition into high school</p> <ul style="list-style-type: none"> • Year 7 transition into high school completed 	Government	Life of the Agreement	<p>Action status: ongoing</p> <p>South Australian government schools will be ready to move year 7 to high school in 2022. Planning is well underway to make sure the move of year 7 to high school is well-managed and considered.</p>

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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			<p>For 2020, progress included:</p> <ul style="list-style-type: none"> • Approval of \$185 million investment into capital projects to support sustainable enrolment growth in government schools to support move of year 7 to high school, and commencement of capital works program. • Three pilot schools (Wirreanda Secondary School, John Pirie Secondary School and Mitcham Girls High School) welcomed their first year 7s. • The year 7 to high school pilot program review as released. It captured the experiences of the 3 pilot schools and included feedback from pilot school families and feeder primary schools. • Recruitment for new teaching positions in pilot schools undertaken with 47% vacancies filled by teachers from primary schools. • Regional transitional arrangements provided following extensive community consultation with country schools and families. • The Australian Council for Educational Research commenced research to develop best practice transition processes for Aboriginal students moving from primary to high school.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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<p>Improved Student Learning and Wellbeing</p> <ul style="list-style-type: none"> • Implement the Living Learning Leading Framework 	Catholic	Life of the Agreement	<p>Action status: implementation ongoing</p> <ul style="list-style-type: none"> • The Living Learning Leading (LLL) Standard and the CESA Leadership Standards were launched for use in all diocesan schools. An electronic evidence guide was also under development. • The Key Capabilities Continua were also launched for use in all R-12 schools. Work will commence in 2021 to embed systems and processes that support students’ self-assessment of their own learning and wellbeing.
<p>STEM</p> <ul style="list-style-type: none"> • Build System Capacity <ul style="list-style-type: none"> ○ Conduct an annual STEM Forum ○ Improve access and equity to quality STEM education for schools and students (particularly girls and ATSI) in low socio-economic areas ○ Provide science consultancy to schools 	Catholic	Life of the Agreement	<p>Action status: ongoing</p> <ul style="list-style-type: none"> • In 2020, CESA partnered with Future Anything on the Activate program. Educators were empowered to design learning opportunities for students which fostered their STEM knowledge, 21st Century skills and entrepreneurial mindset. • Five secondary schools participated in the Activate Regional Finals on 14 October 2020, in which they outlined their experience of online technologies to support synchronous and asynchronous learning.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> • Build Teacher and Leader Capacity <ul style="list-style-type: none"> ○ STEM professional learning for primary and middle years teachers ○ Provide high quality STEM professional learning based on real world inquiry and integrated interdisciplinary approach 			<p>Action status: ongoing</p> <ul style="list-style-type: none"> • In 2020, teachers continued to develop a stronger focus on STEM and pedagogy for deep learning and real-world application that: <ul style="list-style-type: none"> ○ address the CESA Key Capabilities in the Living Learning Leading Framework. ○ increase capacity of schools to deliver STEM projects using a Project Based Learning focus.
<ul style="list-style-type: none"> • Build Dynamic and Sustainable Partnerships <ul style="list-style-type: none"> ○ Develop partnerships and networks with industry, universities and other education providers 			<p>Action status: ongoing</p> <ul style="list-style-type: none"> • CESA partnered with Lumination to provide nine secondary schools with the opportunity to participate in real world problem solving and professional development through the STEM XR Challenge. • In the Challenge, students engaged with pervasive problems affecting their local communities to consider and develop innovative solutions. • All of the STEM initiatives in 2020 focused on working collaboratively with external networks and stakeholders on STEM initiatives related to real world problems. • This will continue in 2021.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> • Implement Catholic Education South Australia (CESA) Literacy Learning Strategy <ul style="list-style-type: none"> ○ Deliver phonics screening to Catholic Schools for all Year 1 students 	Catholic	2021	<p>Action status: ongoing</p> <ul style="list-style-type: none"> • Strategy development and implementation for Literacy was placed on hold in 2020 due to COVID-19. In 2020, 54 Year 1 teachers administered the Phonics Screening Check to 764 Year 1 students. • In late 2020, CESA advised schools that participation in the Phonics Screening Check was no longer optional and a system requirement for diocesan schools would separately govern schools strongly encouraged to participate. • Assessing evidence of impact in literacy assessment and growth was undertaken by 5 primary schools in partnership with UniSA. The project was deferred to 2021 owing to the COVID-19 pandemic. • In 2021, CESA will further refine the Phonics Screening Check to reflect the revised Australian Curriculum and Literacy and Numeracy progressions.
<ul style="list-style-type: none"> • Implement CESA Numeracy Learning Strategy <ul style="list-style-type: none"> ○ Design and deliver numeracy screening to Catholic Schools for students in the Early Years 		2021	<ul style="list-style-type: none"> • Strategy and implementation for Numeracy development was placed on hold in 2020 due to COVID-19. • CESA continued the rollout of a Pattern and Structure Mathematics Awareness Program (PASMAT) action, research and professional learning program to support a stronger focus on mathematical thinking, reasoning and problem solving in a range of primary schools.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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			<ul style="list-style-type: none"> Collaboration and sharing of resources and emergent learnings with educators from Deakin University stalled owing to the COVID-19 pandemic. The program will be offered again in 2021.
<p>Catholic Schools transition of Year 7 into secondary school</p> <ul style="list-style-type: none"> Complete transition of Year 7 into secondary settings 	Catholic	2022	<p>Action status: ongoing</p> <ul style="list-style-type: none"> All metropolitan primary schools have transitioned Year 7 into a secondary setting. In regional areas, business cases were developed to investigate the feasibility of four primary schools to be expanded to include middle years schooling up to Year 9. CESA is planning the development of a new Catholic Secondary school in the Riverland region to accommodate year 7 students seeking to transition into a Catholic secondary school. One school, Galilee Catholic School Aldinga, will become an R-9 school by 2022 and by 2023 will amalgamate with Cardijn College as a separate campus. Eight CESA regional primary schools will become R-6 schools in 2022.
<p>Improving Student Learning and Achievement</p> <ul style="list-style-type: none"> Evidence informed improvement practices that meet the cultural and contextual needs 	Independent	Life of the Agreement	Action status: ongoing

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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<p>of students in Independent schools are provided through the use of the High Impact Schools Improvement Tool</p>			<ul style="list-style-type: none"> • The High Impact School Improvement Tool continued to be accessible to all Independent Schools during 2020 through the AISSA website. • This resource was used by school principals and leadership teams, providing an online repository of research and case studies that focus on specific school improvement domains. • During 2020, the tool was remodelled to refresh the research evidence base of each school improvement domain: <ul style="list-style-type: none"> ○ two areas were amalgamated and two new focus areas added ○ the seven revised domains were identified as Teaching; Wellbeing; Data; Student Agency; Parent and Community Partnerships; Professional Collaboration; Inclusive Education.
<ul style="list-style-type: none"> • Schools will explore the Australian Curriculum Literacy and Numeracy Learning Progressions as a means of identifying student learning and achievement to enable teachers to respond appropriately to student needs. 		2019-21	<p>Action status: ongoing.</p> <ul style="list-style-type: none"> • This project saw 43 teachers from 23 schools across the state engage in a workshop series that explored the design and purpose of the National Literacy and Numeracy Learning Progressions developed by ACARA. Additionally, one more school began this learning as a whole of school undertaking during second semester. • Teachers learned how to use the Progressions to plan and implement targeted learning for students.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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			<ul style="list-style-type: none"> • The program supported teachers to: <ul style="list-style-type: none"> ○ deepen their understanding of students’ literacy and numeracy developmental pathways ○ enhance their capacity to respond appropriately to student learning needs ○ build student agency through literacy/numeracy goal setting. • The project has increased familiarity with the ACARA website and use of the Progressions. • 100% of participating teachers indicated an improved knowledge and understanding of the National Literacy and Numeracy Learning Progressions. • 100% of participating teachers indicated improved use of the National Literacy and Numeracy Learning Progressions to plan and implement targeted learning for students.
<p>STEM</p> <ul style="list-style-type: none"> • Explore and implement opportunities for STEM Education through the Association of Independent Schools South Australia (AISSA) STEM Task Force <ul style="list-style-type: none"> ○ Audit tool ○ Local and international research bank ○ Industry and tertiary partnerships 	Independent	2019-20	<p>Action status: complete</p> <ul style="list-style-type: none"> • The onset of the COVID-19 pandemic saw intended STEM initiatives and activities pivot to be responsive to the immediate needs of schools as they transitioned to provide learning continuity for students through online delivery. • Key 2020 activity included: <ul style="list-style-type: none"> ○ new STEM professional learning in response to the identified needs of schools and teachers

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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<ul style="list-style-type: none"> ○ School-based STEM strategies 			<ul style="list-style-type: none"> ○ the curation of web-based resources and webinars to support schools throughout this time. ○ specific STEM webinars that addressed learning and assessment in online environments tailored to specific digital tools ○ a webinar exploring cognitive insights to drive digital learning, led by Dr Jared Cooney Horvarth. ● Hub Group sessions supported Senior Secondary teachers to implement the renewed curriculum for SACE STEM subjects. ● In addition to the AISSA STEM newsletter, the AISSA website became a key repository and included resources and information about protective practices, inclusive education and supporting wellbeing and mental health in digital environments, as well as key learning continuity resources by year level groupings and advice about remote technology support.
<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> ● Provide access for all Independent schools to phonics based literacy screening 	Independent	2019	<p>Action status: completed in 2019</p> <ul style="list-style-type: none"> ● This activity was completed in 2019, but the Phonics Screening Check and associated materials remained available for schools' access on the AISSA website.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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<ul style="list-style-type: none"> Implementation of the ReSolve mathematical inquiry project in participating schools 		2019-20	<p>Action status: complete</p> <ul style="list-style-type: none"> In 2020, promotion and implementation of the ‘reSolve: Maths by Inquiry’ (reSolve) program was continued and completed through: <ul style="list-style-type: none"> email promotion to all Independent schools in-school professional learning with 4 schools mathematics hubs involving 16 schools. Teachers were supported to understand the resource, the underlying principles, structure and design of lessons and units, both for immediate implementation and as a training package for school-led learning. The project has raised awareness about the value of the resource to build teacher knowledge about mathematics content and pedagogy and improve mathematics learning for students. All teachers in participating schools have indicated improved knowledge and implementation of the reSolve resource.
<p>Middle Years Schooling Improvements</p> <ul style="list-style-type: none"> The Responding to Early Adolescent Learners Committee will investigate and scale best practice in Middle Schooling, 	Independent	2019-22	<p>Action status: ongoing</p> <ul style="list-style-type: none"> The Responding to Early Adolescent Learners (REAL) Group responds to emerging issues raised by its members who are leaders of middle years students.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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<p>including schools required to transition Year 7 students to secondary contexts</p>			<ul style="list-style-type: none"> • The network of Middle School Leaders met once a term to share practice, build their own professional knowledge and leadership capacity to address the emerging needs of their adolescent learners and to support the successful transition from primary to secondary settings. • Expert input in response to feedback from members was provided in the following areas: <ul style="list-style-type: none"> ○ Literacy and EALD in the Middle Years ○ Anxiety and wellbeing ○ Safe use of technology e.g., mobile phones, sexting, online bullying ○ Innovative curriculum models and pedagogy ○ Evaluation of impact in regard to teaching and learning issues. • Feedback indicated that the REAL membership was satisfied with the support and the activities provided to build their understanding about issues pertaining to the education of early adolescent students. • 100% of REAL committee participants reported enhanced understanding about issues pertaining to the education of early adolescent students.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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<p>Indigenous Second Student Mentoring</p> <ul style="list-style-type: none"> • Providing Indigenous secondary students with mentoring support, building cultural connections and educational aspiration 	Independent	2018-19	<p>Action status: complete</p> <ul style="list-style-type: none"> • This activity was completed in 2019, but mentoring support continued to be provided to Indigenous secondary students across the Independent sector in 2020.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Aboriginal Education Strategy</p> <ul style="list-style-type: none"> Release Aboriginal Education Strategy supported by governance arrangements that involve and support transparency to Aboriginal people 	Government	2019	<p>Action status: complete</p> <ul style="list-style-type: none"> The Department for Education’s Aboriginal Education Strategy was released in December 2018. It is a 10-year strategy developed to lift learning and life outcomes for Aboriginal children and young people through pre-school, school and post high school.
<ul style="list-style-type: none"> Launch of rolling public information plan 		2019	<p>Action status: complete. Activities are ongoing.</p> <ul style="list-style-type: none"> The first 3 year implementation plan, highlighting key initiatives, was launched along with the strategy in December 2018. The plan includes regularly engaging and reporting to community on the progress of the strategy. The first 3 years of the strategy are now completed, and an external review has been completed to inform its second tranche.
<p>Supporting teacher development</p> <ul style="list-style-type: none"> Teacher and Leadership Academy is established and delivering high quality professional learning 	Government	Life of the Agreement	<p>Action status: ongoing</p> <ul style="list-style-type: none"> Orbis, the department’s professional learning institute for leaders and teachers, was launched in April 2019 and provides a comprehensive program of professional learning to develop teaching expertise and educational leadership.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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			<ul style="list-style-type: none"> • In January 2020, 32 principals attended the Leadership for School Excellence delivered by the Harvard Graduate School of Education in Sydney through Orbis. • In 2020, over 400 educators were enrolled in programs from across 124 schools. Approximately 75% of participants were from metropolitan schools and 25% from country locations across preschools, primary, secondary and area schools. • Following the successful implementation of the 4 launch programs, Orbis has expanded to include Preschool Literacy, Preschool Numeracy, Literacy 3-6, Mathematics 3-5 and Mathematics 7-9. • In addition to digital programs, a Thought Leadership series was designed and offered, engaging 1500 people. • As a measure of Orbis' success, the number of spaces available for leaders and teachers has grown again to over 1000 enrolments in the 2021 school year.
<p>Entrepreneurial Education</p> <ul style="list-style-type: none"> • Entrepreneurial specialist programs implemented in 4 high schools (2 in regional/rural areas and 2 in metropolitan areas) 	Government	Year TBC	<p>Action status: complete</p> <ul style="list-style-type: none"> • The Entrepreneurial Learning strategy aims to build within public education, a shared understanding of what it means to be entrepreneurial, and develop the knowledge and skills needed to think and work critically and creatively. • In 2019 the strategy was implemented at Banksia Park International, Seaton, Heathfield, Murray Bridge and Mount

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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			<p>Gambier High Schools, leading to more than 2000 enrolments in entrepreneurial subjects and programs across the 5 schools in 2020.</p> <ul style="list-style-type: none"> In 2020 10 expert staff (an assistant principal and teacher position at each school) continued positions at the 5 participating schools to develop subjects and programs across years 7 to 12. These high quality programs and resources will be shared and used across the state.
<ul style="list-style-type: none"> New business and entrepreneurialism focussed SACE subjects developed 		Year TBC	<ul style="list-style-type: none"> A highly successful conference was held on 3 May 2021 showcasing the 5 specialist schools' journeys and resources available to assist aspiring entrepreneurial schools to create their strategy and learn from the specialist schools. 180 participants from over 60 primary and secondary schools attended. Further work is now underway with all 5 specialist schools collaborating on tailored workshops based on conference feedback survey results to share their expertise and build the capacity of schools across the state to deliver entrepreneurial learning programs and establish young people's entrepreneurial mindsets that will be delivered in Semester 2, 2021.
<ul style="list-style-type: none"> Establish a new technical college in the western suburbs of Adelaide to support 		Year TBC	Action status: ongoing

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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<p>young South Australians to develop high level trade, STEM and entrepreneurial skills so they are well equipped for careers in defence, shipbuilding and other maritime industries</p>			<ul style="list-style-type: none"> • A new technical college is being established in Adelaide’s western suburbs, supporting students to pursue trade pathways into high demand jobs such as defence and shipbuilding. The college is being established by expanding the Rosewater Trade Training Centre, adjacent to SA’s maritime and defence industries. • This is a joint investment between the state government and Catholic Education South Australia. • Enrolments have been advertised for semester 2, 2021 intake from government, Catholic and independent schools. • Expansion of the facilities is progressing and will be completed in 2022.
<p>Aboriginal and Torres Strait Islander Education Strategy</p> <ul style="list-style-type: none"> • Release reviewed CESA Aboriginal and Torres Strait Islander Education Strategy 	Catholic	2020	<p>Action status: on hold in 2020. To resume in 2021.</p> <ul style="list-style-type: none"> • In 2019, in preparation for the development of the CESA Aboriginal Education Strategy, the Aboriginal Education Team undertook a range of research and intelligence gathering activities and consultation with Aboriginal communities and stakeholders. • In 2020, CESA placed this action on hold pending an appointment to the role of the Education Advisor: Aboriginal and Torres Strait Islanders, and the establishment of a Reference Group. • The completion of the Aboriginal Education Strategy and the Review of the Aboriginal Education (programs, services

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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students in developing entrepreneurial skills and dispositions			<ul style="list-style-type: none"> In 2020, seven schools expressed interest in continuing with the project. 51 students and teachers participated in the Network (31 females and 19 males). Each team typically consisted of five to seven participants, with a mix of teachers and students ranging from Year 3 to Year 9.
<ul style="list-style-type: none"> Collaborate with schools to develop and implement a CESA Entrepreneurial Learning Initiative 		2020	<p>Action status: complete</p> <ul style="list-style-type: none"> A CESA Entrepreneurial Learning Initiative document was established, and Nicole Dyson of Future Anything externally facilitated the Network however due to COVID-19, opportunities to collaborate with educators were limited. Collaborative entrepreneurial initiatives were incorporated into other projects at the school level wherever opportunities arose.
<p>Leadership Institute</p> <ul style="list-style-type: none"> The AISSA Leadership Institute supports governing councils, leaders and leadership teams to govern and lead in a rapidly changing education landscape Governing Council Conference and workshops Leadership Legal series School Impact Hubs 	Independent	Life of the Agreement	<p>Action status: ongoing</p> <ul style="list-style-type: none"> The AISSA Leadership Institute continued to build the capacity of aspiring, new and established school leaders throughout 2020, using both face to face and online modes of delivery. The Leading Innovation and Change Network supported 16 primary and secondary leaders from across 10 schools to lead a process of innovation and change in their schools. This supported leaders to engage in a community of

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

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<ul style="list-style-type: none"> Leadership seminars, conferences and in-school development programs 			<p>practice, reflect and map on their leadership practices and actions and to grow as adaptive leaders of change and innovation.</p> <ul style="list-style-type: none"> The four Business of Leadership seminars, focusing on improving leaders' understanding of key legal and human resource issues, were also delivered. Entirely new leadership professional learning opportunities Leading Innovation: Learning from Leading Voices COVID-19 were rapidly designed in response to the COVID-19 pandemic. A series of seven webinars focused on building the capacity of AISSA leaders during the pandemic, with contributions from global education specialists. The series supported schools to create effective continuous learning environments and to consider ways to leverage the pandemic as an opportunity for a shift to pedagogies that are student centred, adaptive and an exploration of non-linear approaches to teaching and learning. 81% of participants reported improved understanding of legal and human resource issues, and all participants reported improved understanding of leading innovation and change.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

<p>Early Career Teacher Development</p> <ul style="list-style-type: none"> Inducting early career teachers to the profession through the provision of professional learning and mentoring 	<p>Independent</p>	<p>Life of the Agreement</p>	<p>Action status: ongoing</p> <ul style="list-style-type: none"> The AISSA Early Career Teacher (ECT) program is underpinned by the belief that carefully designed induction processes will support early career teachers to navigate more successfully their first years of teaching. The program scaffolds early career teachers and their mentors through carefully designed learning and relationship building opportunities to foster their professional identity, professional practice and teacher wellbeing. Ongoing surveying of teachers proved pivotal in meeting the needs of participating beginning teachers during the COVID-19 pandemic, with the additional topic of effective assessment and reporting added to the program in response to feedback collected. Early career teachers received ongoing support focused on establishing positive relationships with students and creating successful learning environments, as the foundation for effective learning. Advice and support continued to be provided to both build professional networks and transition from Graduate to Proficient career stage (Provisional to Full Registration). Participants indicated that the structure and mixed modes of the program was well regarded, as was the opportunity to spend dedicated time with their school mentor.
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National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> 62% of early career teachers indicated that involvement in this program enabled a deeper reflection about their own pedagogical toolboxes and teaching strategies.
<p>ChallenGE Project</p> <ul style="list-style-type: none"> The ChallenGE Project use a Design Thinking methodology to develop context specific responses to the needs of highly able learners. Schools will prototype and scale locally developed initiatives. 	Independent	2019	<p>Action status: completed in 2019.</p> <ul style="list-style-type: none"> This activity was completed in 2019. In 2020, a paper “In what ways did participating schools in the ChallenGE Project improve outcomes for their highly able learners?” was completed. It is available for all school to access, along with project resources, on the AISSA website.
<p>Centre for Innovation</p> <ul style="list-style-type: none"> The AISSA Centre for Innovation will support schools to implement improvement initiatives through programs including: School Impact Hubs Learning Design and Moderation 	Independent	2019-21	<p>Action status: ongoing</p> <ul style="list-style-type: none"> The AISSA Centre for Innovation supports schools across the sector to design, implement and scale new futures by connecting school leaders to thought leaders and external partnerships, networks and innovation research, resources and practice. <p><i>School Impact Hubs</i></p> <ul style="list-style-type: none"> In 2020, the impact hubs have continued to be an innovative and collaborative spaces for leaders to create, test and grow approaches that respond to future possibilities for student-centred learning. Two strands of impact hubs were undertaken:

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> ○ a Student Agency impact hub saw participation from 101 participants across 16 schools ○ a Metapraxi impact hub saw participation from 76 people across 12 schools ● The hubs provided a practical and lived experience of leading change that was closely linked to current research, leadership theory and daily work. ● Participants engaged in both face to face and on-line sessions focusing on leading innovation and change, organisational change, innovation, scaling strategies and adaptive leadership. ● One-to-one clinics also offered ‘between workshop’ bespoke support to individual schools in support of their innovation journey. ● 100% of impact hub members indicated increased capacity to lead organisational change and innovation in their context. <p><i>Learning Design and Moderation</i></p> <ul style="list-style-type: none"> ● In 2020, a series of online, interactive professional learning sessions were developed to engage teachers in the key principles and practices of collaborative moderation and learning design.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Guiding questions and targeted activities supported impact hub discussions and schools’ action inquiries and professional discourse between sessions. • Resources developed were provided to schools to enable learning leaders to implement this work within individual contexts. In particular, the 8 Steps to Moderation resource, developed by the AISSA in response to these projects, provided a framework for implementing and leading this work within a school. • 97% of participants indicate improved understanding of principles and practices related to collaborative moderation and learning design and that this has had a positive impact on their educational practice. • All participants indicate improved practice in making consistent and evidence-informed judgements about student learning.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

Reform Direction C – Enhancing the national evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>School Improvement Model</p> <ul style="list-style-type: none"> Continue to implement agreed improvements to the Nationally Collection of Data on School Students with Disability 	Government	Life of the Agreement	<p>Action status: ongoing</p> <ul style="list-style-type: none"> The department encouraged schools to access professional development opportunities on the NCCD and the Disability Standards for Education via the NCCD portal. Departmental officers participated in the Student with Disability Loading Review Reference Group that acts upon the recommendations from the National Schools Resourcing Board review of the national disability loadings. The department undertakes quality assurance strategies to ensure a consistent understanding of the NCCD model across all South Australian schools. Strategies include in-school professional development, a help desk service, cross sector moderations, promotion of the NCCD portal and the importance for all staff to undertake Disability Standards for Education training. We are a responsive service and tailor our support to meet site specific needs. Post collection, South Australia’s data is analysed to address anomalies and to determine gaps in service and future improvement strategies.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> School improvement dashboard developed and provided to schools 	Catholic	2020	<p>Action status: ongoing</p> <ul style="list-style-type: none"> In 2019, work progressed on the development of a school improvement dashboard built around a Balanced Scorecard approach to system and school KPIs and a Business Intelligence tool to provide data to support school improvement activities and evidence of improvement. In 2020, the Business Intelligence tool was piloted with schools in 2020 ready for full implementation in term 3 of 2020. Ongoing refinements and additional measures are continually adding to the tool’s efficacy and alignment to school and system improvement priorities in 2021.
<p>School Improvement Model</p> <ul style="list-style-type: none"> Each Independent school is supported to meet both national obligations and strategic school improvement initiatives, through the provision of expert support and advice. 	Independent	Life of the Agreement	<p>Action status: ongoing</p> <ul style="list-style-type: none"> South Australian Independent schools were supported in their school improvement journeys through an approach that connected the expertise of the AISSA Educational Consultancy team with school principals and leadership teams. This has fostered the progression and achievement of strategic school improvement initiatives within localised contexts. Throughout the year the AISSA educational consultancy team continued to provide personalised support to schools.

National School Reform Agreement – Bilateral Agreement Report – South Australia – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Videoconferencing enabled connections and relationships to be maintained during the height of the pandemic, so that leadership teams, staff and communities were well supported. • A coordinated AISSA response aided schools to successfully transition to remote learning. • Advice, guidance and resources were curated on the AISSA website and focused on health and policy updates and resources for school leaders, learning continuity resources for educators and updates for parents. • Specialised engagement with the AISSA consultancy team, undertaken through a range of mechanisms including coaching, mentoring, face-to-face and online modes of connection, supported leaders and leadership teams to continue to lead strategically and contextually and to meet their legislative obligations. • All Independent schools have been supported with school improvement initiatives.