Australian Government

SOUTH AUSTRALIA

IMPLEMENTATION PLAN

National Partnership for Improving Teacher Quality

National Partnership for Literacy And Numeracy

National Partnership for Low Socio-Economic Status School Communities

NATIONAL SMARTER SCHOOLS PARTNERSHIPS

Government of South Australia
Department of Education and Childrens Services

AISSA
ASSOCIATION of INDEPENDENT SCHOOLS of SA

Catholic Education SOUTH AUSTRALIA

Smarter Schools National Partnerships Implementation Plan South Australia

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Smarter Schools National Partnerships Implementation Plan South Australia

In December 2008 the South Australian Government signed the three Smarter Schools National Partnerships. As part of the school reform initiatives of the Council of Australian Governments (COAG), these National Partnerships will provide funding to schools to support students, teachers and leaders. This additional support will contribute to raising overall educational attainment levels so that all Australian school students acquire the knowledge and skills to participate effectively in society.

The three Smarter Schools National Partnerships are on

- Low Socio-Economic Status (SES) School Communities (2009 - 2015). In South Australia, this will be known as 'National Partnership – Communities Making a Difference'.
- Literacy and Numeracy (2009-2012)
- Improving Teacher Quality (2009- 2013)

The Smarter Schools National Partnerships are jointly funded by the Australian Government and the state government and Catholic and Independent education sectors.

The South Australian Context

There are 795 schools in South Australia providing education for approximately 156,000 primary school students and 95,000 secondary school students (ABS, Schools, 4221.0, 2008). Over the life of the Smarter Schools National Partnerships, it is expected that more than 400 schools will participate in National Partnership activities across the state.

The South Australian approach to the Smarter Schools National Partnerships has predominantly focused on participation by primary schools with a mix of metropolitan, rural and remote schools. A smaller number of secondary schools are included.

It is estimated that over the life of the National Partnerships, over 140,000 school children in South Australia will be assisted. The number of students who receive increased support through the Smarter Schools National Partnerships will be specified in annual reports.

Cross Sector Involvement

State Implementation Plans have been developed under the direction of the South Australian National Partnerships Council – Schooling, and through the efforts of the three schooling sectors

- The Association of Independent Schools of South Australia (AISSA)
- Catholic Education South Australia (CESA)
- The Department of Education and Children's Services (DECS)

The Council is a Ministerial Advisory Committee comprising the head of each schooling sector and an independent Chair, which supports the development and implementation of the National Partnerships. Representatives from the South Australian Department of Premier and Cabinet, the South Australian Department of Treasury and Finance and the state office of the Australian Government Department of Education, Employment and Workplace Relations are observers at the Council.

The Council is supported by a Secretariat with representatives from each of the government and Catholic and Independent schooling sectors and specialist staff. The Secretariat acts at the direction of the Council, and liaises with the Australian Government and with other jurisdictions on matters relating to the Smarter Schools National Partnerships. Facilitated by the Secretariat, cross sector working groups comprising members from the three schooling sectors have developed the State Implementation Plans. This has ensured the perspectives, priorities and projects of each of the schooling sectors are embedded in the Plans.

South Australia is committed to continuing this cross sector approach throughout the implementation of the Smarter Schools National Partnerships. The Council will continue to oversee the work of the Secretariat including the development of the National Partnerships State Reports and the development and implementation of a State Evaluation Framework.

South Australia's Reform Initiatives

South Australia has developed the Implementation Plans for the Smarter Schools National Partnerships based on research evidence and other information drawn from the experience of each sector. Evidence shows that "teachers are among the most powerful influences in learning" (Hattie 2009). South Australia will therefore use the Smarter Schools National Partnerships to provide teachers with more specialised learning opportunities to increase teacher capacity. There will be a strong focus on teachers who are in the early stages of their career.

The National Partnerships in South Australia will be responsive to the needs of students. This will occur through individualised student support including case management and mentoring and support for students in alternative learning pathways, particularly those at risk of disengaging from school.

A focus on whole school approaches to school improvement is also a significant component in several National Partnerships initiatives, including increased involvement of local communities.

Another key priority is ongoing support and development for school leaders, including those already in leadership positions and those commencing or aspiring to leadership roles. Initiatives include principal mentoring, support and training to increase performance management skills, opportunities for further study and support to build whole school approaches to improve literacy and numeracy performance.

South Australia's Implementation Plan addresses the objectives and priority areas identified by COAG whilst being cognisant of the diverse contexts of the three schooling sectors and their priorities for reform. The three schooling sectors will work together to:

- Share best practice, through conferences and local forums
- Undertake a state level evaluation of the Smarter Schools National Partnerships
- Engage jointly with higher education providers through the South Australian Teacher Education Taskforce to
  - support quality trainee teacher placements
  - address the supply of teachers through new and improved pathways into teaching; and
  - enhance Indigenous education pathways.

A summary of the key initiatives for each sector for each of the three Smarter Schools National Partnerships follows.

National Partnership on Low Socio-Economic Status School Communities (2009-2015)

Key Reform Areas

South Australia has identified six key reform areas to progress the National Partnership on Low Socio-Economic Status School Communities

- Providing Student Support and Mentoring
- Enhancing Indigenous Support
- Building Teacher Capacity and Providing Individualised and Tailored Learning Opportunities
- Enhancing School Leadership
- Building Effective Community Partnerships
- Enhancing School Accountability and Evaluation

Key Initiatives in Each Sector

Association of Independent Schools of South Australia

- The School Review and Development Team will work with schools to undertake an audit and review process helping schools to build organisational capacity for continuous improvement.
- School governance will be enhanced through the development of comprehensive school governance and management workshops which will be presented to Board Governors. This will result in better informed and more efficient school boards and better support for principals.
- A leadership program will be offered to selected principals as well as mentoring and post-graduate study opportunities.
- A tailored program for aspiring principals will be developed which will build new principal's skills in the areas of governance, legislative and industrial relations issues and leadership, resulting in better prepared leaders for the future.
- Improved engagement with community will be achieved through working with parents, engaging external specialists (such as occupational therapists, speech pathologists and psychologists) and the utilisation of community facilities to improve the learning outcomes of targeted cohorts including Indigenous students.

Catholic Education South Australia

- A senior leader will support school improvement and evaluation by extending principals' skills to develop and implement school improvement plans that address local needs, based on evidence of student achievement.
- A program for emerging leaders that focuses on the process of leading improvement in schools will offer aspiring leaders support in preparing for their future roles.
- A senior leader will support school leaders to build capacity in, adopt and enhance best practice performance management and staffing arrangements.
- Principals will be supported in considering professional teaching standards as a framework to inform continuous improvement in quality teaching.
- Principal mentor and immersion programs will offer opportunities for senior leaders to share their expertise with participating school principals.
- Literacy and Numeracy Consultants will support school leaders and teachers to build onto school based strategic plans, curriculum reform and innovation strategies to address local school needs and achieve literacy and numeracy improvement.
- Literacy and Numeracy Consultants will work with teachers in classrooms to develop inclusive practices and use evidence-based approaches that increase students' participation in learning.
- There will be an expansion of CESA's case management approach, including monitoring and reporting, for at-risk students, Indigenous students and students with a refugee background.

Department of Education and Children's Services

- VET training scholarships will be awarded to selected students to support their secondary school studies.

- The Innovative Community Action Networks (ICAN) will increase over three years to support students in 11 additional locations across the state. The program supports the re-engagement in learning for significantly disengaged young people, through individual case management and customised learning programs supported through strong school and community partnerships. The expansion will include support for selected year 6 and year 7 students.

- Schools will participate in reviews using the DECS Improvement and Accountability Framework (DIAF). This will focus on identifying areas of improvement within the school, such as student's literacy and numeracy achievement, student engagement and retention and teaching and learning.

- Successful schools will develop, substantiate and promote successful practice.

- New mentoring strategies will enable identified clusters of schools to access a range of youth development programs that will strengthen student engagement and attainment in learning and develop participant's career aspirations. As part of this strategy additional resources will also be provided for ongoing mentoring support for Indigenous students in years 5-9.

- The use of Aboriginal Turnaround teams to facilitate regional responses to support schools and Aboriginal students.

- The Aboriginal Community Voice project will assist Aboriginal parents and carers to support children through participation in Community Voice groups and the SA Aboriginal Education and Training Consultative body.

- The Wiltja Residence program which supports Anangu students to access secondary schooling will be expanded.

- The expansion of the Learning Together program which will result in increased access to learning opportunities for families, which enables them to be involved in their young children's learning in a supportive environment, and which also reconnects young parents to formal learning about their own children and their parenting role.

- The Parent Involvement Program will provide support to parents to become more involved in the governance of National Partnership Schools. Career information and schooling transition points will be a focus of this program.

- A leadership consultant will be appointed in each region to assist in the coordination of the National Partnerships, to build or extend effective community partnerships and to support Principals in whole school improvement.

- The capacity of schools to engage young people in their learning will be enhanced though a range of partnerships with the community, business and other organisations. This will include through the provision and direct involvement of not for profit organisations, volunteers, community and business leaders in the ICAN and student mentoring programs.

- Teaching support and leadership coaching will be provided to assist teachers and leaders working in schools participating in the National Partnership on Low Socio-Economic Status School Communities. Strategies will also be developed to attract and retain principals and teachers in low SES school communities.

- The Teaching for Effective Learning Program provides specialist teacher support to develop a whole school approach to quality teaching for improved student engagement and achievement. A focus of this program will be the development of teachers' classroom practice along with researching those aspects that have the greatest impact on student outcomes.

National Partnership on Literacy and Numeracy (2009 – 2012)

Key Reform Areas

South Australia has identified six key reform areas to progress the National Partnership on Literacy and Numeracy

- Enhancing Professional Development for School Leaders and Teachers
- Engaging Expert Literacy and Numeracy Coordinating Field Officers /Leaders
- Creating Networks of Expert Literacy Partnership Coaches and Expert Numeracy Partnership Coaches
- Building and Sharing Effective Practice
- Implementing Individualised Case Management of Students
- Supporting Parental Engagement

Key Initiatives in Each Sector

Association of Independent Schools of South Australia

- Advisory staff will work with participating schools to enhance school practices in literacy and numeracy teaching and learning to lead to professional learning communities.
- Development of in-school literacy and numeracy leadership expertise will be achieved by building the capacity of teachers within schools, resulting in sustainable improvement.
- Identifying practical strategies for classroom teachers to assist Indigenous students to achieve better outcomes in literacy and numeracy will be a priority.
- Tutors to deliver the program *Teaching ESL Students in mainstream classrooms (TESMC): language in learning across the curriculum* will be increased through facilitator training.
- TESMC tutors will support teachers in understanding and identifying the language-related needs of English language learners and to develop teaching practices which address these needs in an explicit manner.
- All schools within the sector will have the opportunity to access NAPLAN analysis software to inform school plans, teaching foci and learning plans.
- Professional learning will be provided to enable teachers to triangulate NAPLAN data with other school based diagnostic and assessment data to inform teaching and learning.
- There will be increased professional learning for school teams to understand and examine school data, develop action plans to reflect whole of school emphasis, develop individual learning plans for students identified as 'at risk' and to support schools to track student progress over time.
- Leaders will develop a leadership support model that links schools' achievement information, targeted student support and professional learning to build informed learning communities, resulting in improved numeracy and literacy outcomes for students.
- There will be a focus on understanding current research about engaging parents and the subsequent development of a parental engagement strategy that best suits the schools' contexts and promotes ways of thinking and working as a whole school learning community.

Catholic Education South Australia

- Designated Numeracy Expert Teachers and Literacy Expert Teachers will work within their own schools to increase support and knowledge of teachers at the local level.
- Case management and a team approach for students at or below national minimum standards will be a priority.
- A CESA Senior Education Adviser, a Literacy Consultant and a Numeracy Consultant with leadership experience and literacy / numeracy expertise, will lead a network of Local Expert Teachers and manage the National Partnership on Literacy and Numeracy.
- The principal and Local Expert Teacher, supported by the CESA team, will develop a school action plan to address particular needs with respect to improving literacy / numeracy outcomes for that school's students.
- Local Expert Teachers and the CESA team will provide professional learning to enhance teachers' capacity to improve the literacy / numeracy outcomes for identified students.
- Teachers will be supported in classrooms by the Local Expert Teacher to monitor, track and document student performance and to plan future learning, based on assessment of student learning.

Department of Education and Children's Services

- SMART targets for literacy and numeracy improvement will be coordinated by field officers in collaboration with individual schools and regional leadership teams.
- The Principals as Literacy Leaders Pilot Project (PALL) will be extended to include numeracy leadership.
- The establishment of literacy and numeracy regional networks will help schools to identify and share effective practices.
- Each school will develop a plan focussing on a 'whole of school' approach to literacy or numeracy improvement. Plans will include tracking student progress over time, particularly for cohorts of students who are falling behind or at risk of falling behind.
- Case studies will be conducted in regions where students are achieving good results so that effective strategies can be identified and shared.
- A system of literacy and numeracy specialist coaches will be established for identified primary schools. Coaches will work in each school linking classrooms and with other schools in clusters. They will also work in classrooms and support teachers' professional learning by demonstrating pedagogies, trialling resources, and collaboratively planning teaching programs.
- Specialist literacy and numeracy coaches will participate in a professional learning program. The program will focus on evidence based effective practice and assessment, building pedagogical content knowledge, coaching/mentoring strategies, analysing data, planning teaching programs and student interventions. These coaches will work with classroom teachers and network with other schools in regional clusters.
- Specialist literacy and numeracy coaches will provide ongoing professional development to update teachers on evidence based classroom literacy or numeracy strategies and pedagogical content knowledge.
- Specialist literacy and numeracy coaches will work alongside classroom teachers to analyse and monitor student achievement data and implement effective student intervention programs targeting specific areas of need.

National Partnership on Improving Teacher Quality (2009 – 2013)

Key Reform Areas

South Australia has identified seven key areas to progress the National Partnership on Improving Teacher Quality

- Enhancing Leadership Development and Support
- Supporting Teacher Supply and Preparation
- Building Indigenous Education Pathways
- Improving Workforce Data Collection and Analysis
- Providing Incentives for Classroom Teachers
- Building Strategic Partnerships and Sharing Good Practice
- Planning for Continuous Improvement

Key Initiatives in Each Sector

Association of Independent Schools of South Australia

- A leadership program will be established and offered for experienced, recently appointed and aspiring principals. The programs will be supplemented by seminars and discussion forums led by expert presenters. This coordinated approach will prepare and build principals' skills for continued and future leadership.
- Support will be provided for recently appointed principals to access post-graduate study.
- School leaders will be supported through a seminar to discuss the outcomes of the deliberations of national Teacher Quality Steering Committee.
- Teaching as a career will be promoted to senior Indigenous students.
- An enhanced Beginning Teachers Program will be developed and implemented.
- Performance management and continuous improvement seminars will be held for school leaders, and schools will be assisted to establish performance management and continuous improvement arrangements.
- Support will be provided to schools (upon request) to undergo external professional review of their educational performance.

Catholic Education South Australia

- Leadership capacity of current leaders will be developed by Principal Consultants supporting new and experienced principals through mentoring / coaching opportunities.
- Leadership capacity of aspiring leaders will be developed by deputy principals pairing with an experienced principal as a coach to clarify, determine and achieve their goals.
- Immersion experiences for school leaders will support leadership development in areas of school/sector priorities.
- The Principal Consultant Program will provide school leaders with support to design and manage professional learning of staff.
- The Beginning Teachers Program will be enhanced through the employment of a new consultant, whose focus will be the retention of teachers, especially in rural schools and schools that are difficult to staff.
- CESA Consultants will provide professional learning forums in central and rural areas to support leaders and teachers in managing curriculum change, towards implementing the National Curriculum.
- Literacy and Numeracy Consultants will provide a wide range of professional development programs to schools. This professional learning will be linked to the National Partnerships on Low Socio-Economic Status School Communities and Literacy and Numeracy.
- Support Indigenous students to explore post school study including pathways into teaching and early childhood education.

Department of Education and Children's Services

- A review of the SA Centre for Leaders in Education (SACLE) will be conducted to identify areas of success and improvement in developing current and aspiring leaders.

- Leadership development for current preschool directors will be provided through the SACLE.

- Principal leadership programs, with a focus on school improvement, will be provided to 80 principals per year from 2010 through the SACLE.

- Targeted professional development such as Principal Pathways and School will prepare 150 leaders for their first appointment to principalship or preschool directorship.

- Development will be provided for 150 aspiring leaders to prepare for school and preschool leadership in a government context through the SACLE.

- Regional and cluster based support for leaders will be provided with a focus on 'instructional leadership' development.

- Development of Indigenous leadership will be supported through the SACLE Next Wave strategy.

- Targeted recruitment strategies will be expanded in number and type, to address teacher shortage by increasing the graduate recruitment and career change schemes.

- The development of a community based teacher education program targeting Aboriginal Community Education Officers aspiring to become Teachers will be explored.

- School Centres of Excellence will be established in diverse locations. Their role in contributing to teacher education will be determined in line with national initiatives.

- Indigenous teaching scholarships supporting undergraduates will be evaluated and expanded, including current Indigenous school workers aspiring to train in teacher education programs.

- Strategies to target teacher education pathways for Indigenous secondary school students will be investigated.

- The capacity of the workforce development system (HRIMS) will be enhanced to effectively report on the teacher workforce and to assist in any national work on a longitudinal workforce survey and teacher mobility.

- There will be further development of the Department of Education and Children's Services/Australian Institute of Social Research forecast model on future teacher workforce supply and demand.

- A range of career opportunities incentives will be offered to staff to reward, recognise and retain a quality teaching workforce by expanding the C Change Teacher Leader program.

- Existing partnership programs with universities (e.g. country teaching scholarships, new and beginning teacher scholarships) will be evaluated and expanded.

- Existing workforce development strategies will be evaluated and expanded.

- The national professional standards will be adopted by the Government sector.

- The national professional standards will be integrated with accreditation processes of high quality teachers through the Advanced Skills Teacher program in the Government sector.

- A framework and tools for performance management of Teachers will be developed incorporating national professional standards.

- To enhance teacher quality, the Department of Education and Children's Services will ensure that diagnostic reviews undertaken in schools inform planning for improvement, including areas in need of intervention, support and performance development programs.

- Development and support will be provided to new school leaders in undertaking annual school reviews and performance management with staff.

Performance Indicators and Measures

The South Australian Implementation Plans will contribute towards the attainment of the outcomes specified in each of the National Partnership Agreements.

South Australia will report twice a year against a number of performance measures and indicators to provide measures of progress as appropriate to each National Partnership. These measures are:

- Levels of activity, by Partnership including the numbers of schools, teachers and students participating each year by cohort. For example the number of teachers participating in professional development, the additional number of specialist teachers employed and trained, students supported by case management or mentoring, number of schools developing a school improvement plan.

- Outputs and outcomes, such as NAPLAN results, attendance, and changes in student engagement and wellbeing.

- NAPLAN measures for both literacy (reading) and numeracy. These include:
  - Gain in mean score - all students and those at or below the national minimum standard
  - Proportion of students above the national minimum standard
  - Proportion of students at or above the national minimum standard
  - Gain in mean score (Indigenous) - all Indigenous students, and those at or below the national minimum standard.

NAPLAN data for students benefiting from participation in the Literacy and Numeracy National Partnership will be measured against defined targets for improvement, which are set annually. Achievement of these targets will trigger payment of reward funds.

Successful achievement of reforms under the National Partnership on Improving Teacher Quality will also trigger payment of reward funds.

School Selection

Each education sector has identified schools for potential participation in both the National Partnership on Low Socio-Economic Status School Communities and the National Partnership on Literacy and Numeracy.

Association of Independent Schools of South Australia

Through consultation with member schools, the Association of Independent Schools has invited their participation in the National Partnerships. The decision to be involved in the National Partnerships rests with each individual school's management.

Selection criteria developed in accordance with the COAG priorities for reform take into consideration the school's capacity to participate through a consultation process involving respective school communities including principals and their governance bodies.

In addition, selection criteria for participation in the National Partnership on Low Socio-Economic Status School Communities have also taken into consideration the presence of particular cohorts of students, including

- Students who are at risk of becoming disengaged with schooling
- Indigenous students
- Students who speak English as a second language
- Students with refugee backgrounds.

Catholic Education South Australia

The selection of participating schools, teachers and cohorts has resulted from a consultative process between the Catholic Education Office, school principals and their school communities, and consideration of relative disadvantage. Criteria have also included a focus on particular student cohorts in primary schools, Indigenous students, students with refugee experience or English as a second language background.

CESA has aimed to maximise coverage across the three National Partnerships and other pilot programs. Each school's capacity to participate may influence the timing of its participation in a given National Partnership.

In addition, selection criteria for participation in the Literacy and Numeracy National Partnership include:

- NAPLAN data indicating that some cohorts of students require further and additional support
- schools not included in the National Partnership on Low Socio-Economic Status School Communities
- a focus on rural communities.

Department of Education and Children's Services

Selection criterion for schools participating in the National Partnership on Low Socio-Economic Status School Communities will

- include all schools identified by the Commonwealth. DECS is providing significant and flexible resources for these schools to target and deliver sustained improvements for highly disengaged students through personalised approaches tailored to meet the learning needs of these students
- include, as a group of schools, a significant number of indigenous enrolments
- generally not be schools participating in the National Partnership on Literacy and Numeracy.

Selection criteria for schools participating in the National Partnership on Literacy and Numeracy will be carried out in consultation with regional directors and will

- be in up to five identified regions
- be distributed across the identified regions depending on need as determined by NAPLAN results
- have demonstrated performance in NAPLAN in 2008 and state Literacy and Numeracy testing over the past four years when compared with 'like' schools, that indicates potential for significant improvement
- be in categories 3 to 6 of the Index of Disadvantage
- have demonstrated the capacity and commitment to effectively participate
- include, as a group of schools, a significant number of indigenous enrolments.

School Level Plans

All schools participating in the Smarter Schools National Partnerships are required to outline their participation in a School Level Plan. School plans will include an outline of the planned National Partnership activities for the school, the resources the school is using in participating in the National Partnership and the amount of Australian Government funding allocated to the school. These school level plans will be produced during each school's normal planning cycle.

School plans for participating schools will be available on school websites.

Support for Specific Student Cohorts

The South Australian Smarter Schools National Partnerships will support student cohorts through a variety of initiatives, most specifically for Indigenous students and those students who speak English as a second language.

The initiatives listed below indicate the range of strategies across the state in each of the National Partnerships. The scope and implementation of specific strategies may vary between the three schooling sectors.

National Partnership on Low Socio-economic Status School Communities

- Mentoring for Indigenous students in years 5-9 in targeted schools or clusters of schools.
- Aboriginal Turnaround teams to facilitate regional responses to support schools and Aboriginal students
- Increasing the capacity of Indigenous parents and carers to support children with opportunities for involvement such as participation in Community Voice groups and the SA Aboriginal Education and Training Consultative body.
- Programs such as ICANS, Student Mentoring and Case Management will provide specific support for cohorts such as students with disabilities, English as a second language (ESL) students, Indigenous students, refugees and homeless young people.

National Partnership on Literacy and Numeracy

* Increasing the number of experts to deliver teaching English as a Second Language (ESL) programs in the mainstream through facilitator training.
* Increasing the focus on techniques for Teaching ESL Students in Mainstream Classrooms through the Language in Learning Across the Curriculum program (TESMC or LILAC).
* Increasing professional learning opportunities for classroom teachers to enable Indigenous perspectives to be incorporated into the curriculum.
* Increasing the focus on identification of practical strategies for classroom teachers to assist Indigenous students to achieve better outcomes.
* Identifying students who require additional support, particularly those at or below national minimum standard in national tests (including Indigenous students and students with a refugee background) through collaboration between the local expert teacher, principal and other teachers to set up close monitoring and assessment for all students.

National Partnership on Improving Teacher Quality

* Further developing the case management of Indigenous year 12 students to enhance opportunities for SACE studies.
* Support Indigenous students to explore post school study including pathways into teaching and early childhood education.
* Investigating strategies to target Indigenous secondary school students into teacher education pathways.
* Evaluating and expanding Indigenous teaching scholarships to support undergraduates into teaching.
* Providing scholarships for Indigenous school workers aspiring to train in teacher education programs.

National Reforms

Six national collaborative reform projects were identified to support implementation of the Smarter Schools National Partnerships. South Australia is a participating jurisdiction in all six reform areas.

Reform Area 1	Development/enhancement of School Performance Improvement Frameworks
Reform Area 2	Development of strategies to improve outcomes in small and/or remote schools
Reform Area 3	Development of strategies to engage parents and carers in schooling in low SES school communities
Reform Area 4	Extended service school models
Reform Area 5	Literacy and numeracy diagnostic tools
Reform Area 6	Leadership development strategies

South Australia leads the work in Reform Area 3: Strategies to engage parents and carers in schooling in low SES school communities. This work is managed through a national taskforce with government, non-government and expert participants. South Australia is also co-leading with Western Australia on Reform Area 2: Strategies to improve outcomes in small and/or remote schools. This work will identify and develop strategies that address the challenges faced by small and remote schools.

Moving Forward

South Australia is committed to achieving improved outcomes for South Australia's students. The three Smarter Schools National Partnerships provide a unique opportunity to enhance the connections between schools and the broader community, improve the skills of teachers and leaders and provide learning opportunities for students which are responsive, tailored and flexible.

Each South Australian schooling sector has developed strategies and initiatives in response to the priorities of COAG and their own sector. Moving forward, sectors are committed to achieving the objectives of the National Partnerships and learning from each other to improve the educational outcomes and opportunities for South Australia's school children.
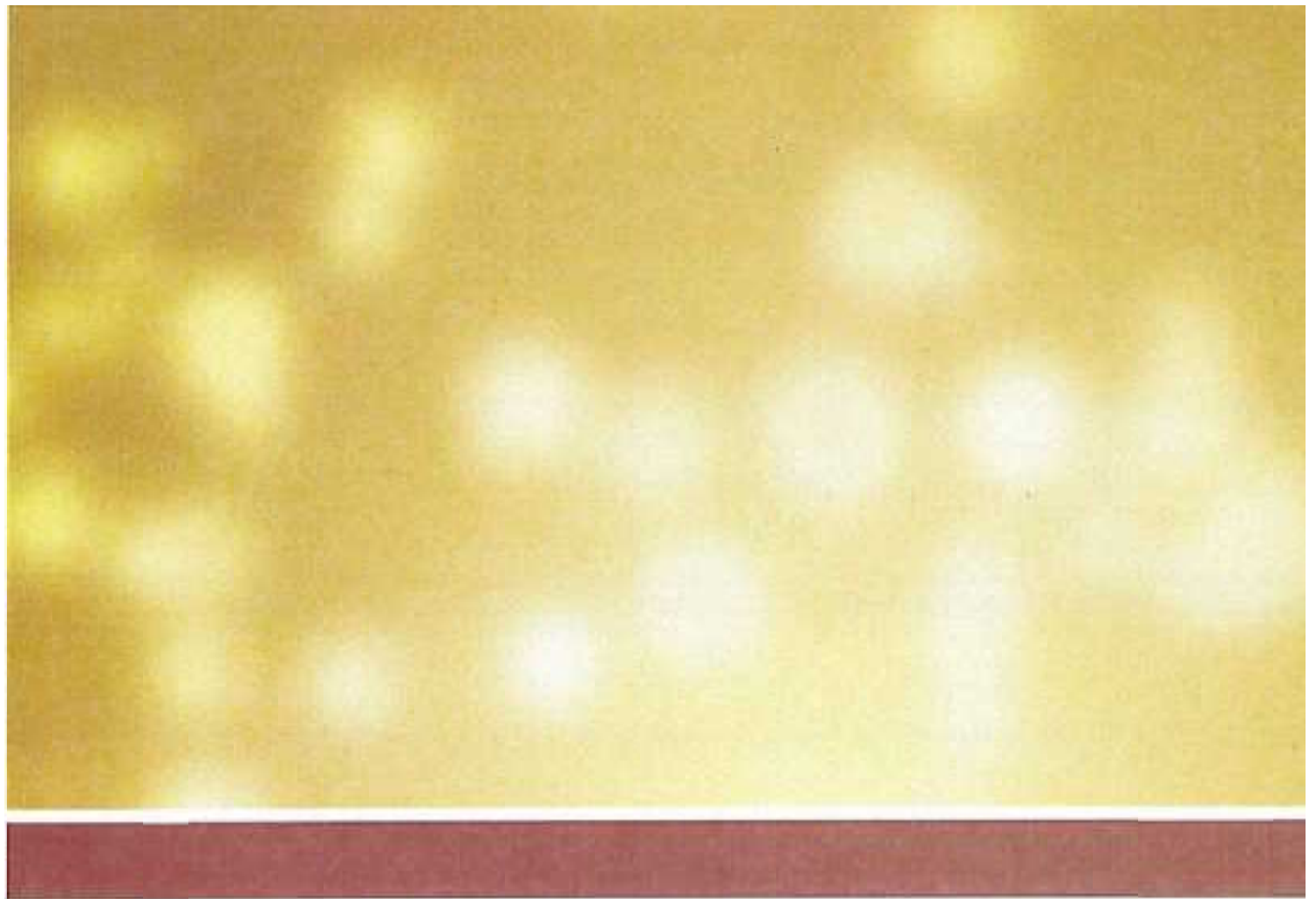
South Australia - National Partnerships - List of SA Schools

The schools listed below have been identified as participating in the Low SES NP and/or the Literacy and Numeracy NP. The Teacher Quality NP does not identify individual participating schools as it targets all teachers with an emphasis on strategies to attract, train, place, develop and retain quality teachers and leaders.*

Key

LOW SES_NP   Low Socio-Economic Status School Communities National Partnership

LN_NP   Literacy and Numeracy National Partnership

South Australia—National Partnerships

Government

School	Suburb	Sector	Partnership Type
Adelaide Secondary School of English	WEST CROYDON	Government	LOW SES_NP
Airdale Primary School	PORT PIRIE	Government	LOW SES_NP
Alberton Primary School	QUEENSTOWN	Government	LOW SES_NP
Aldinga Primary School	ALDINGA	Government	LN_NP
Allendale East Area School	ALLENDALE EAST	Government	LN_NP
Amata Anangu School	AMATA	Government	LOW SES_NP
Andamooka Primary School	ANDAMOOKA	Government	LOW SES_NP
Ardrossan Area School	ARDROSSAN	Government	LOW SES_NP
Ascot Park Primary School	PARK HOLME	Government	LOW SES_NP

School	Location	Sector	Category
Augusta Park Primary School	PORT AUGUSTA	Government	LOW SES_NP
Barmera Primary School	BARMERA	Government	LOW SES_NP
Berri Primary School	BERRI	Government	LOW SES_NP
Blakeview Primary School	BLAKEVIEW	Government	LN_NP
Blanchetown Primary School	BLANCHETOWN	Government	LOW SES_NP
Bowden Brompton Community School	BROMPTON	Government	LOW SES_NP
Brahma Lodge Primary School	BRAHMA LODGE	Government	LOW SES_NP
Brompton Primary School	RENOWN PARK	Government	LOW SES_NP
Burton Primary School	BURTON	Government	LOW SES_NP
Cadell Primary School	CADELL	Government	LOW SES_NP
Cambrai Area School	CAMBRAI	Government	LOW SES_NP
Carlton School	PORT AUGUSTA	Government	LOW SES_NP
Ceduna Area School	CEDUNA	Government	LOW SES_NP
Challa Gardens Primary School	KILKENNY	Government	LOW SES_NP
Christie Downs Primary School	CHRISTIE DOWNS	Government	LOW SES_NP
Christies Beach HS & Sth Voc College	CHRISTIE DOWNS	Government	LOW SES_NP
Christies Beach Primary School	CHRISTIES BEACH	Government	LOW SES_NP
Clare Primary School	CLARE	Government	LN_NP
Clovelly Park Primary School	CLOVELLY PARK	Government	LOW SES_NP
Cobdogla Primary School	COBDOGLA	Government	LOW SES_NP
Coober Pedy Area School	COOBER PEDY	Government	LOW SES_NP
Cowandilla Primary School	COWANDILLA	Government	LOW SES_NP
Craigmore High School	BLAKEVIEW	Government	LOW SES_NP
Craigmore South JPS	CRAIGMORE	Government	LOW SES_NP
Darlington Primary School	SEACOMBE GARDENS	Government	Both
Dernancourt Primary School	DERNANCOURT	Government	LN_NP
Direk Junior Primary School	SALISBURY NORTH	Government	LOW SES_NP
Direk Primary School	SALISBURY NORTH	Government	LOW SES_NP
Edithburgh Primary School	EDITHBURGH	Government	LOW SES_NP
Edward John Eyre High School	WHYALLA NORRIE	Government	LOW SES_NP
Elizabeth Downs Primary School	ELIZABETH DOWNS	Government	LOW SES_NP
Elizabeth East Primary School	ELIZABETH EAST	Government	LOW SES_NP
Elizabeth Grove Primary School	ELIZABETH GROVE	Government	LOW SES_NP
Elizabeth North Primary School	ELIZABETH NORTH	Government	LOW SES_NP

School	Location	Sector	Program
Elizabeth Park Primary School	ELIZABETH PARK	Government	LOW SES_NP
Elizabeth South Primary School	ELIZABETH SOUTH	Government	LOW SES_NP
Elizabeth Special School	ELIZABETH	Government	LOW SES_NP
Elizabeth Vale Primary School	ELIZABETH VALE	Government	LOW SES_NP
Enfield High School	ENFIELD	Government	LOW SES_NP
Enfield Primary School	ENFIELD	Government	LOW SES_NP
Ernabella Anangu School	ERNABELLA	Government	LOW SES_NP
Evanston Gardens Primary School	EVANSTON GARDENS	Government	LOW SES_NP
Evanston Primary School	GAWLER	Government	LOW SES_NP
Ferryden Park Primary School	FERRYDEN PARK	Government	LOW SES_NP
Findon High School	FINDON	Government	LOW SES_NP
Fisk Street Primary School	WHYALLA NORRIE	Government	LOW SES_NP
Flaxmill Junior Primary School	MORPHETT VALE	Government	LOW SES_NP
Flaxmill Primary School	MORPHETT VALE	Government	LOW SES_NP
Flinders View Primary School	PORT AUGUSTA WEST	Government	LOW SES_NP
Forbes Primary School	SOUTH PLYMPTON	Government	LOW SES_NP
Fraser Park Primary School	MURRAY BRIDGE	Government	LOW SES_NP
Fregon Anangu School	FREGON	Government	LOW SES_NP
Fremont-Elizabeth City High School	ELIZABETH	Government	LOW SES_NP
Gepps Cross Girls High School	GEPPS CROSS	Government	LOW SES_NP
Gepps Cross Primary School	BLAIR ATHOL	Government	LOW SES_NP
Gepps Cross Senior School	BLAIR ATHOL	Government	LOW SES_NP
Gilles Plains Primary School	HILLCREST	Government	LOW SES_NP
Gladstone High School	GLADSTONE	Government	LOW SES_NP
Gladstone Primary School	GLADSTONE	Government	LOW SES_NP
Glossop High School	GLOSSOP	Government	LOW SES_NP
Gordon Education Centre	MOUNT GAMBIER	Government	LOW SES_NP
Grant High School	MOUNT GAMBIER	Government	LOW SES_NP
Hackham East Junior Primary School	HACKHAM	Government	LOW SES_NP
Hackham East Primary School	HACKHAM	Government	LOW SES_NP
Hackham South Primary School	HUNTFIELD HEIGHTS	Government	LOW SES_NP
Hackham West Junior Primary School	HACKHAM WEST	Government	LOW SES_NP
Hackham West Primary School	HACKHAM WEST	Government	LOW SES_NP
Hamley Bridge Primary School	HAMLEY BRIDGE	Government	Both

School	Location	Sector	Category
Hampstead Primary School	GREENACRES	Government	LOW SES_NP
Hendon Primary School	ROYAL PARK	Government	LOW SES_NP
Hincks Avenue Primary School	WHYALLA NORRIE	Government	LOW SES_NP
Indulkana Anangu School	INDULKANA	Government	LOW SES_NP
Ingle Farm Primary School	INGLE FARM	Government	LOW SES_NP
John Hartley School B-7	DAVOREN PARK	Government	LOW SES_NP
John Morphett Primary School	MORPHETT VALE	Government	Both
John Pirie Secondary School	PORT PIRIE	Government	LOW SES_NP
Kadina Memorial High School	KADINA	Government	LOW SES_NP
Kalangadoo Primary School	KALANGADOO	Government	LOW SES_NP
Karrendi Primary School	PARAFIELD GARDENS	Government	LOW SES_NP
Kaurna Plains School	ELIZABETH	Government	LOW SES_NP
Keller Road Primary School	SALISBURY EAST	Government	LOW SES_NP
Kenmore Park Anangu School	KENMORE PARK	Government	LOW SES_NP
Kilburn Primary School	KILBURN	Government	LOW SES_NP
Kilkenny Primary School	WEST CROYDON	Government	LOW SES_NP
Kingston Community School	KINGSTON SE	Government	LN_NP
Kingston on Murray Primary School	KINGSTON ON MURRAY	Government	LOW SES_NP
Kirton Point Primary School	PORT LINCOLN	Government	LOW SES_NP
Koonibba Aboriginal School	KOONIBBA	Government	LOW SES_NP
Le Fevre High School	SEMAPHORE SOUTH	Government	LOW SES_NP
Le Fevre Peninsula Primary School	BIRKENHEAD	Government	LOW SES_NP
Lincoln Gardens Primary School	PORT LINCOLN	Government	LOW SES_NP
Long Street Primary School	WHYALLA NORRIE	Government	LOW SES_NP
Lonsdale Heights Primary School	CHRISTIE DOWNS	Government	LOW SES_NP
Loveday Primary School	LOVEDAY	Government	LOW SES_NP
Lyrup Primary School	LYRUP	Government	LOW SES_NP
Maitland Area School	MAITLAND	Government	LOW SES_NP
Mannum Community College	MANNUM	Government	LOW SES_NP
Mansfield Park Primary School	MANSFIELD PARK	Government	LOW SES_NP
Mark Oliphant College B-12	SMITHFIELD PLAINS	Government	LOW SES_NP
Marree Aboriginal School	MARREE	Government	LOW SES_NP
McDonald Park Primary School	MOUNT GAMBIER	Government	LN_NP
Melaleuca Park Primary School	MOUNT GAMBIER	Government	LOW SES_NP

School	Location	Sector	Category
Meningie Area School	MENINGIE	Government	LOW SES_NP
Millicent High School	MILLICENT	Government	LOW SES_NP
Millicent North Primary School	MILLICENT	Government	Both
Mimili Anangu School	MIMILI	Government	LOW SES_NP
Minlaton District School	MINLATON	Government	LN_NP
Mintabie Area School	MINTABIE	Government	LOW SES_NP
Moana Primary School	SEAFORD	Government	LN_NP
Modbury School Preschool to Year 7	MODBURY NORTH	Government	LN_NP
Moonta Area School	MOONTA	Government	LOW SES_NP
Morgan Primary School	MORGAN	Government	LOW SES_NP
Morphett Vale East Primary School	MORPHETT VALE	Government	LN_NP
Morphett Vale West Primary School	MORPHETT VALE	Government	Both
Mount Burr Primary School	MOUNT BURR	Government	LOW SES_NP
Mount Gambier North Primary School	MOUNT GAMBIER	Government	Both
Munno Para Primary School	MUNNO PARA	Government	LOW SES_NP
Murputja Anangu School	MURPUTJA	Government	LOW SES_NP
Murray Bridge High School	MURRAY BRIDGE	Government	LOW SES_NP
Murray Bridge Junior Primary School	MURRAY BRIDGE	Government	LOW SES_NP
Murray Bridge Primary School	MURRAY BRIDGE	Government	LOW SES_NP
Murray Bridge South Primary School	MURRAY BRIDGE	Government	LOW SES_NP
Murray Bridge Special School	MURRAY BRIDGE	Government	LOW SES_NP
Nangwarry Primary School	NANGWARRY	Government	LOW SES_NP
Napperby Primary School	NAPPERBY	Government	LOW SES_NP
Naracoorte South Primary School	NARACOORTE	Government	LN_NP
Newbery Park Primary School	MILLICENT	Government	LOW SES_NP
Nicolson Avenue JPS	WHYALLA NORRIE	Government	LOW SES_NP
Nicolson Avenue Primary School	WHYALLA NORRIE	Government	LOW SES_NP
Noarlunga Downs Primary School	NOARLUNGA DOWNS	Government	LOW SES_NP
Northfield Primary School	NORTHFIELD	Government	LOW SES_NP
Oak Valley Aboriginal School	OAK VALLEY	Government	LOW SES_NP
Ocean View P-12 College	TAPEROO	Government	LOW SES_NP
One Tree Hill Primary School	ONE TREE HILL	Government	LN_NP
Oodnadatta Aboriginal School	OODNADATTA	Government	LOW SES_NP
O'Sullivan Beach Primary School	O'SULLIVAN BEACH	Government	LOW SES_NP

School	Location	Sector	Category
Owen Primary School	OWEN	Government	LN_NP
Para Hills West Primary School	PARA HILLS WEST	Government	LN_NP
Para West Adult Campus	DAVOREN PARK	Government	LOW SES_NP
Parafield Gardens High School	PARAFIELD GARDENS	Government	LOW SES_NP
Parafield Gardens R-7 School	PARAFIELD GARDENS	Government	LOW SES_NP
Paralowie School	PARALOWIE	Government	LOW SES_NP
Pennington Junior Primary School	PENNINGTON	Government	LOW SES_NP
Pennington Primary School	PENNINGTON	Government	LOW SES_NP
Penola Primary School	PENOLA	Government	LN_NP
Penong Primary School	PENONG	Government	LOW SES_NP
Peterborough High School	PETERBOROUGH	Government	LOW SES_NP
Peterborough Primary School	PETERBOROUGH	Government	LOW SES_NP
Pipalyatjara Anangu School	PIPALYATJARA	Government	LOW SES_NP
Point Pearce Aboriginal School	POINT PEARCE	Government	LOW SES_NP
Port Augusta Secondary School	PORT AUGUSTA	Government	LOW SES_NP
Port Augusta Special School	PORT AUGUSTA	Government	LOW SES_NP
Port Augusta West Primary School	PORT AUGUSTA WEST	Government	LOW SES_NP
Port Broughton Area School	PORT BROUGHTON	Government	LOW SES_NP
Port Germein Primary School	PORT GERMEIN	Government	LOW SES_NP
Port Lincoln Special School	PORT LINCOLN	Government	LOW SES_NP
Port Pirie West Primary School	PORT PIRIE WEST	Government	LOW SES_NP
Port Vincent Primary School	PORT VINCENT	Government	LOW SES_NP
Port Wakefield Primary School	PORT WAKEFIELD	Government	LOW SES_NP
Prospect North Primary School	PROSPECT	Government	LOW SES_NP
Quorn Area School	QUORN	Government	LOW SES_NP
Raukkan Aboriginal School	RAUKKAN	Government	LOW SES_NP
Renmark High School	RENMARK	Government	LOW SES_NP
Renmark Junior Primary School	RENMARK	Government	LOW SES_NP
Renmark Primary School	RENMARK	Government	LOW SES_NP
Reynella Primary School	OLD REYNELLA	Government	LN_NP
Ridley Grove School R-7	WOODVILLE GARDENS	Government	LOW SES_NP
Risdon Park Primary School	PORT PIRIE	Government	LOW SES_NP
Riverdale Primary School	SALISBURY DOWNS	Government	LOW SES_NP
Riverland Special School	BERRI	Government	LOW SES_NP

School	Location	Type	Category
Riverton Primary School	RIVERTON	Government	LN_NP
Ross Smith Secondary School	NORTHFIELD	Government	LOW SES_NP
Saddleworth Primary School	SADDLEWORTH	Government	LOW SES_NP
Salisbury Downs Primary School	SALISBURY DOWNS	Government	LOW SES_NP
Salisbury High School	SALISBURY	Government	LOW SES_NP
Salisbury Junior Primary School	SALISBURY	Government	LOW SES_NP
Salisbury North R-7 School	SALISBURY NORTH	Government	LOW SES_NP
Salisbury North West Primary School	SALISBURY NORTH	Government	LOW SES_NP
Salisbury Park Primary School	SALISBURY PARK	Government	Both
Salisbury Primary School	SALISBURY	Government	LOW SES_NP
Seaford K-7 Birth-Y7 Campus	PORT NOARLUNGA SOUTH	Government	LN_NP
Seaton High School	SEATON	Government	LOW SES_NP
Seaton Park Primary School	SEATON	Government	LOW SES_NP
Settlers Farm Primary School	PARALOWIE	Government	LN_NP
Sheidow Park Primary School	SHEIDOW PARK	Government	LN_NP
Snowtown Area School	SNOWTOWN	Government	LOW SES_NP
Solomontown Primary School	PORT PIRIE	Government	LOW SES_NP
South Downs Primary School	ELIZABETH DOWNS	Government	LOW SES_NP
St Agnes Primary School	ST AGNES	Government	LN_NP
Stuart High School	WHYALLA STUART	Government	LOW SES_NP
Swallowcliffe Junior Primary School	DAVOREN PARK	Government	LOW SES_NP
Swallowcliffe Primary School	DAVOREN PARK	Government	LOW SES_NP
Swan Reach Area School	SWAN REACH	Government	LOW SES_NP
Tailem Bend Primary School	TAILEM BEND	Government	LOW SES_NP
Tarpeena Primary School	TARPEENA	Government	LOW SES_NP
The Grove Education Centre	WOODVILLE	Government	LOW SES_NP
The Mid North Education Centre	PORT PIRIE	Government	LOW SES_NP
The Pines Junior Primary School	PARAFIELD GARDENS	Government	LOW SES_NP
The Pines Primary School	PARAFIELD GARDENS	Government	LOW SES_NP
Two Wells Primary School	TWO WELLS	Government	LN_NP
Virginia Primary School	VIRGINIA	Government	LOW SES_NP
Waikerie High School	WAIKERIE	Government	LOW SES_NP
Wallaroo Mines Primary School	KADINA	Government	Both

School	Suburb	Sector	Partnership Type
Wallaroo Primary School	WALLAROO	Government	LOW SES_NP
Wandana Primary School	GILLES PLAINS	Government	LOW SES_NP
Warriappendi School	MARLESTON	Government	LOW SES_NP
Wasleys Primary School	WASLEYS	Government	LOW SES_NP
Watarru Anangu School	PIPALYATJARA	Government	LOW SES_NP
Westport Primary School	SEMAPHORE PARK	Government	LOW SES_NP
Whyalla High School	WHYALLA	Government	LOW SES_NP
Whyalla Special School	WHYALLA PLAYFORD	Government	LOW SES_NP
Whyalla Stuart Campus R-7	WHYALLA STUART	Government	LOW SES_NP
Willsden Primary School	PORT AUGUSTA	Government	LOW SES_NP
Windsor Gardens Vocational College	WINDSOR GARDENS	Government	LOW SES_NP
Winkie Primary School	WINKIE	Government	LOW SES_NP
Wirreanda High School	MORPHETT VALE	Government	LOW SES_NP
Woodville High School	WOODVILLE	Government	LOW SES_NP
Woodville Primary School	WOODVILLE SOUTH	Government	LOW SES_NP
Yalata Anangu School	YALATA	Government	LOW SES_NP
Yorketown Area School	YORKETOWN	Government	LOW SES_NP

South Australia—National Partnerships

Catholic

School	Suburb	Sector	Partnership Type
All Saints Catholic Primary School	SEAFORD	Catholic	LN_NP
Antonio Catholic School	MORPHETT VALE	Catholic	LN_NP
Blackfriars Priory School	PROSPECT	Catholic	LN_NP
Caritas College	PORT AUGUSTA WEST	Catholic	LN_NP
Catherine McAuley School	CRAIGMORE	Catholic	LN_NP
Galilee Catholic School	ALDINGA	Catholic	LN_NP
Holy Family School	PARAFIELD GARDENS	Catholic	LOW SES_NP
Immaculate Heart of Mary School	BROMPTON	Catholic	LOW SES_NP
Kalori Catholic School	WALLAROO	Catholic	LOW SES_NP
Mount Carmel College	ROSEWATER	Catholic	LOW SES_NP
Nazareth Catholic College	FINDON	Catholic	LN_NP
Our Lady of Mount Carmel Parish School	PENNINGTON	Catholic	LOW SES_NP

School	Suburb	Sector	Category
Our Lady of the River School	BERRI	Catholic	LN_NP
Our Lady of the Sacred Heart College	ENFIELD	Catholic	LOW SES_NP
Our Lady of the Visitation School	TAPEROO	Catholic	LN_NP
Our Lady Queen of Peace School	ALBERT PARK	Catholic	LOW SES_NP
Samaritan College	WHYALLA	Catholic	LN_NP
St Albert's Catholic School	LOXTON	Catholic	LN_NP
St Anthony's Catholic Primary School	MILLICENT	Catholic	LN_NP
St Augustine's Parish School	SALISBURY	Catholic	LOW SES_NP
St Brigid's School	KILBURN	Catholic	LOW SES_NP
St Columba College	ANDREWS FARM	Catholic	LN_NP
St Columba's Memorial School	YORKETOWN	Catholic	LN_NP
St Gabriel's School	ENFIELD	Catholic	LOW SES_NP
St James School	JAMESTOWN	Catholic	LN_NP
St John Bosco School	BROOKLYN PARK	Catholic	LN_NP
St John the Apostle Catholic School	CHRISTIES BEACH	Catholic	LOW SES_NP
St Joseph's School	OTTOWAY	Catholic	LOW SES_NP
St Joseph's School	WEST HINDMARSH	Catholic	LN_NP
St Joseph's Parish School	GLADSTONE	Catholic	LOW SES_NP
St Joseph's School	BARMERA	Catholic	LOW SES_NP
St Joseph's School	MURRAY BRIDGE	Catholic	LOW SES_NP
St Joseph's School	PETERBOROUGH	Catholic	LOW SES_NP
St Joseph's School	PORT LINCOLN	Catholic	LN_NP
St Joseph's School	RENMARK	Catholic	LOW SES_NP
St Margaret Mary's School	CROYDON PARK	Catholic	LOW SES_NP
St Mark's College	PORT PIRIE	Catholic	LOW SES_NP
St Mary Magdalene's School	ELIZABETH GROVE	Catholic	LOW SES_NP
St Patrick's School	MANSFIELD PARK	Catholic	LOW SES_NP
St Paul's College	GILLES PLAINS	Catholic	LN_NP
St Thomas More School	ELIZABETH PARK	Catholic	LOW SES_NP
Tenison Woods Catholic Primary School	RICHMOND	Catholic	LN_NP
Thomas More College	SALISBURY DOWNS	Catholic	LOW SES_NP
Whitefriars School	WOODVILLE PARK	Catholic	LN_NP

South Australia—National Partnerships

Independent

School	Suburb	Sector	Partnership Type
Burc College	GILLES PLAINS	Independent	LN_NP
Calvary Lutheran School	MORPHETT VALE	Independent	LN_NP
Craigmore Christian School	CRAIGMORE	Independent	LN_NP
Crossways Lutheran School, Ceduna	CEDUNA	Independent	LN_NP
Harvest Christian School	KADINA	Independent	LN_NP
Horizon Christian School	BALAKLAVA	Independent	LN_NP
Investigator College	GOOLWA	Independent	LN_NP
Islamic College of South Australia	WEST CROYDON	Independent	LN_NP
Loxton Lutheran School	LOXTON	Independent	LN_NP
Mid North Christian College	PORT PIRIE	Independent	LOW SES_NP
Murraylands Christian College	MURRAY BRIDGE	Independent	Both
Murraylands Christian College	STRATHALBYN	Independent	LN_NP
Portside Christian School	ETHELTON	Independent	LN_NP
Prescott College	PARA VISTA	Independent	LN_NP
Riverland Christian College	GLOSSOP	Independent	LN_NP
Southern Vales Christian College	MORPHETT VALE	Independent	LN_NP
St John's Lutheran School	EUDUNDA	Independent	LN_NP
St Paul Lutheran School	BLAIR ATHOL	Independent	LN_NP
Sunrise Christian School	WHYALLA NORRIE	Independent	LOW SES_NP
Tyndale Christian School	SALISBURY EAST	Independent	LN_NP
Unity College	MURRAY BRIDGE	Independent	LN_NP
Waikerie Lutheran School	WAIKERIE	Independent	LN_NP

South Australia total by National Partnership and Sector

Literacy/Numeracy NP	Sector	Schools
	Government	23
	Catholic	21
	Independent	19
Total Literacy/Numeracy NP		63

	Sector	Schools
Low-SES NP	Government	198

Catholic	23
Independent	2
Total Low SES NP	223

Both Low SES and Literacy and Numeracy National Partnership

Sector	Schools
Government	8
Catholic	0
Independent	1
Total Low SES and Literacy/Numeracy NP	9
Total SA NP Schools	295

The schools list is current at time of publishing and may be subject to change

Bilateral Agreement between the Australian Government and South Australia

For National Partnership Agreements on

- **Low Socio-economic Status School Communities**
- **Literacy and Numeracy**
- **Improving Teacher Quality**

November 2009

Australian Government   SMARTER SCHOOLS   Government of South Australia Department of Education and Children's Services   AS ASSOCIATION of INDEPENDENT SCHOOLS of SA   Catholic Education SOUTH AUSTRALIA

Bilateral Agreement between the Australian Government and South Australia

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1. PURPOSE

1.1 The parties agree to cooperate in the implementation of the National Partnership Agreements agreed by all governments for operation from 1 January 2009 for Low SES School Communities, Literacy and Numeracy and Improving Teacher Quality.

1.2 The commitment of the three South Australian schooling sectors, the Government sector as represented by the Department of Education and Children's Services, the Independent sector as represented by the Association of Independent Schools of SA, and the Catholic sector as represented by Catholic Education South Australia, to achievement of the following five high-level outcomes is detailed in the South Australian Implementation Plans. These Plans aim to support the following:

- All children are engaged in and benefiting from schooling

- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving

- Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children

- Australian students excel by international standards

- Young people make a successful transition from school to work and further study.

1.3 South Australia's commitment to these outcomes builds on significant investment and work over the last seven years. This includes the South Australian social inclusion initiative, with a school retention action plan, cross sectoral work for the new South Australian Certificate of Education (SACE), numerous sector specific activities, and the commitment to the achievement of State Strategic Plan targets specifically designed to Improve educational outcomes, and enhance life long achievement and opportunities, for young people.

1.4 The South Australian Strategic Plan 2007 sets explicit targets[1] for achievement by students which aim to expand their opportunities. These are

- T6.12 Year 3: by 2010, 93% of students in Year 3 to achieve the national benchmarks in reading, writing and numeracy

- T6.13 Year 5: by 2010, 93% of students in Year 5 to achieve the national benchmarks in reading, writing and numeracy

- T6.14 Year 7: by 2010, 93% of students in Year 7 to achieve the national benchmarks in reading, writing and numeracy

- T6.15 Learning or Earning: by 2010 increase the number of 15-19 year olds engaged fulltime in school work or further education / training (or combination thereof) to 90%

- T6.16 SACE or equivalent: increase yearly the proportion of 15-19 year olds who achieve the SACE or comparable senior secondary qualification

- T6.17 Science and maths: by 2010 increase by 15 percent the proportion of students receiving a Tertiary Entrance Rank (TER) or equivalent with at least one of the following subjects: mathematics, physics or chemistry

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[1] COAG reforms and outcomes will be considered in the review of the state targets in 2010.

- T6.18 Aboriginal education – early years: increase yearly the proportion of Aboriginal children reading at age appropriate levels by the end of Year 1

- T6.19 Non-school qualifications: by 2014 equal or better the national average for the proportion of the labour force with non school qualifications

- T6.20 Higher education: increase South Australia's proportion of higher education students to 7.5% of the national total by 2014

- T6.21 VET participation: exceed the national average for VET participation by 2010.

1.5 These targets are integrated into the work of the Government and are supported by the work of the non-government education sectors. The government and non-government education sectors in South Australia are committed to achieving higher standards, improved accountability and better outcomes for students by implementing the reforms set out in this Agreement.

1.6 South Australia's state wide approach is evidenced in the links between the objectives of the National Partnerships Implementation Plans and the Strategic Plans for each schooling sector.

1.7 The Plans will be living documents that reflect the need for agreed changes to be made as implementation proceeds. Further changes will be agreed between the parties.

1.8 Amendments to any or all of the Implementation Plans to accommodate emerging issues can be requested by South Australia at any time. These amendments will be agreed with the Australian Government and the participating sectors.

1.9 This Agreement has three attachments, a Summary Plan for public information (Attachment 1), a list of participating schools (Attachment 2), and detailed implementation plans for administrative purposes (Attachment 3).

2. KEY REFORM AREAS AND INDICATIVE ACTIONS

2.1 The Plans address the priority areas for the National Partnerships through identified State and sector priorities for reform initiatives. The Plans acknowledge and build on effective collaborative partnerships, include whole-of-state initiatives and sector specific initiatives, and respect the diverse context of the three participating school sectors and their communities. The Plans include reform strategies that have state-wide application, with capacity for diversity in implementation, and initiatives that respond to sector specific needs. In addition the Plans identify opportunities for national collaboration.

2.2 These Plans acknowledge that identifying and building on current good practice at state, sector and school levels, and rich evidence about what makes good teaching and learning are essential elements. Focusing on student needs, through customised individual support and effective community partnerships, will be fundamental to the success of the Partnerships.

2.3 Australian Government funding, together with State co-investment, will support implementation, monitoring, reporting and agreed evaluation of these reforms.

2.4 The Australian Government and the State of South Australia will undertake the roles and responsibilities outlined in the three National Partnership Agreements.

2.5 In addition, the Australian Government and South Australia will share responsibility for:
- Contributing to the development and delivery of the joint national elements of any reforms
- Monitoring achievements against the Implementation Plans and providing information to the COAG Reform Council
- Facilitating the sharing of best-practice case studies, materials and resources.

Low SES School Communities (Communities Making a Difference[2])

2.6 The Plan addresses all six areas[3] identified in the Partnership Agreement for Low SES School Communities, and focuses on improving outcomes for disadvantaged students by building on and developing effective community partnerships that provide 'wrap around' support for the student in a flexible, tailored, individual approach. In addition participating schools will be supported to deliver flexible services through investment in quality teaching and building leadership capacity with a clear, focused school improvement strategy.

2.7 All participating schools will undertake a diagnostic assessment process to assist in the development of whole of school plans as defined in the National Partnership Agreement. A list of participating schools and the methodology for school selection and phasing of school engagement for all sectors is included in the Plan. The governance structure of Independent schools means ongoing consultation with schools, and resolution of funding and accountability requirements is required to finalise participating Independent schools. Final participating schools will be identified annually when the sectors have completed negotiations with schools.

2.8 The key reform priorities for South Australia are:
- Building on and developing effective school and community partnerships
- Providing a range of inclusive, customised and effective approaches to engage students in learning
- Giving low SES schools greater flexibility and the means to provide high quality teaching and leadership
- Providing a case management 'wrap around' approach for disengaged and at-risk students
- Development of an on-going sustainable school improvement culture. This underpins the Federal Minister's drive for reform.

2.9 A list of participating schools is at Attachment 2.

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2 In South Australia The National Partnership on Low Socio-economic Status School Communities will be publicly known as National Partnership – Communities Making a Difference

3 1. Incentives to attract high-performing principals and teachers. 2. Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals. 3. Providing innovative and tailored learning opportunities. 4. Strengthened school accountability. 5. External partnership with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements). 6. School operational arrangements which encourage innovation and flexibility

Literacy and Numeracy

2.10 South Australia's Literacy and Numeracy Plan aims to:

- Deliver sustained improvements in literacy and numeracy outcomes for students in participating schools, with a priority focus on those falling behind and in most need of support; primary students; Indigenous students; students with refugee experiences; and students at risk of poor transition to secondary schooling and beyond

- Implement evidence-based initiatives / strategies and interventions which achieve accelerated and sustained improvements in literacy and numeracy outcomes for students

- Contribute to national understanding of the most effective pedagogies for the teaching and learning of literacy and numeracy

- Develop the capacity of teachers, including pedagogical and content knowledge and skills, to teach numeracy and literacy, consistent with recommendations of the National Numeracy Review Report, May 2008 and the State Improving Quality Teacher National Partnership Implementation Plan.

- Contribute to the overall improvement in literacy and numeracy standards across school education.

2.11 It does this through seven main strategies:

- **Leading whole school planning in Literacy & Numeracy** - Supporting schools to implement whole of school planning for literacy and numeracy improvement

- **Expert Literacy and Numeracy Teachers** – A range of approaches leading to improved teacher knowledge and pedagogies within the school contexts, improved access to resources, understanding and using data, and facilitating sharing of experiences and resources across regions, clusters and/or within schools

- **Professional Learning for Teachers** – Supporting training and development for specialist teachers and coaches; professional learning in specific programs; teacher competency in using tools for data analysis and tracking progress over time; and sharing of outcomes

- **Case Management Model** - Interventions in literacy and numeracy learning for individual students, including students of diverse backgrounds

- **Parental awareness programs** - Strategies that lead to parent awareness of literacy programs and learning culture of the school; parent programs which inform and involve the parent community in supporting children's learning

- **Program Coordination** - Coordinating the National Partnerships at state, sector and school levels to meet National Partnerships reform objectives and accountability requirements

- **Sharing Best Practices** - A comprehensive professional learning strategy across the state.

2.12 Each sector will undertake a consultative process with selected schools. The selection process for schools is detailed in the Plan.

Improving Teacher Quality

2.13 South Australia's Improving Teacher Quality Plan aims to:

- Deliver sustained improvements in the quality of teaching and leadership in South Australian schools, with a particular focus on professional development opportunities for principals / leaders and teachers, to maintain a quality teaching workforce

- Work towards achieving improvement in high-level outcomes for schooling agreed by COAG and in the Melbourne Declaration on Educational Goals for Young Australians

- Contribute to the achievement of sustained improvements in educational outcomes that align with those in the National Education Agreement

- Support innovation and reform, and foster dissemination of best practices

- Contribute to COAG's agenda relating to social inclusion and Indigenous disadvantage.

2.14 South Australia's Improving Teacher Quality National Partnerships Implementation Plan will focus on:

- A range of new and expanded programs to extend the skills of experienced principals, new principals, deputy and aspiring principals

- New and improved pathways into teaching through greater collaboration with universities

- Scholarship incentives and other programs to attract and retain beginning teachers

- Pilot programs to attract, recruit and train mathematics and science teachers

- Enhanced Indigenous education pathways, through strategies such as scholarships, employment guarantees and other support programs

- Consideration of new national professional standards for teachers and implementation where agreed by sectors and schools

- Joint engagement with higher education providers to provide quality trainee teacher placements (practicum)

- Consideration for implementation of recommendations from national working groups such as the Teacher Quality Steering Committee

- A review of rewards and recognition for quality classroom teachers, with a particular focus on the Advanced Skills Teacher (AST) classification

- Improved mobility of the teaching force, including piloting a country scholarship scheme

- Improved quality and scope of workforce data

- Improved performance management and continuous improvement in schools, through a range of professional development programs and accountability models relevant to the sectors, and with links to the low SES Pilot (PALL).

3. BUDGET

Facilitation Payments

3.1   Facilitation payments sought from the Australian Government are based on the implementation of the initiatives in the Preliminary Plans.

3.2   This section sets out the Australian Government facilitation payments and State co-investments to be made in support of these reforms. For multi-year reform agendas, a series of Australian Government facilitation payments and State co-investments is specified.

Table 1: Facilitation Payments

Partnership	Government	2008-09 ($m)	2009-10 ($m)	2010-11 ($m)	2011-12 ($m)	2012-13 ($m)	2013-14 ($m)	2014-15 ($m)
Low Socio-Economic Status National Partnership (7 years)	Australian Government	1.198	16.175	21.833	39.938	38.739	23.763	18.105
	State Co-Investment	1.198	16.175	21.833	39.938	38.739	23.763	18.105
	Total Facilitation Budget	2.396	32.350	43.666	79.876	77.478	47.526	36.210
Literacy and Numeracy National Partnership (4 years)	Australian Government	5.655	6.462	-	-	-	-	-
	State Co-Investment	5.655	6.462	-	-	-	-	-
	Total Facilitation Budget	11.310	12.924	-	-	-	-	-
Improving Teacher Quality National Partnership (5 years)	Australian Government	0.439	0.950	2.485	2.996	-	-	-
	State Co-Investment	0.180	0.468	0.782	0.730	-	-	-
	Total Facilitation Budget	0.619	1.418	3.267	3.726	-	-	-
Total Facilitation Budget	Australian Government	7.292	23.587	24.318	42.934	38.739	23.763	18.105
	State Co-Investment	7.033	23.105	22.615	40.668	38.739	23.763	18.105
	Total Facilitation Budget	14.325	46.692	46.933	83.602	77.478	47.526	36.210

Note:

1. Funding is GST Exclusive

Facilitation Payment Milestones

3.3   Milestones to be covered in the Milestone progress reports are set out in the appendices of the Plans, Appendix 7 for Low SES, Appendix 11 for Literacy and Numeracy, and Appendix 1 for Improving Teacher Quality.

3.4   South Australia is seeking the full amount of the Facilitation Funds for each National Partnership as outlined in the Bilateral Agreement for each financial year. Facilitation funds will be vital in supporting each of the sectors to initiate and maintain the activities outlined in this Plan. In particular, the facilitation funds will allow sectors and schools to meet the financial commitment associated with the significant staffing initiatives and program costs.

3.5   In meeting the milestones required for future payments for facilitation funds the Plan for each Partnership includes an indicative level of activity by strategy by year. The quantified milestones are not targets, they are indicators of the estimated level of activity and progress that is anticipated under the plans. For example in the Low SES Partnership estimated numbers are based on projections of student need, the number of case managed students, and the number of students mentored. The actual numbers may vary due to the individualised nature of support provided, and hence projected numbers accessing a particular service/support are indicative. The review of achievement of milestones must be considered in this context.

3.6   The information provided in the Plans gives the anticipated depth and scope of the strategies and interventions. Given that the scope of this activity is supported by the

National Partnerships facilitation funding and co-investment then the operational experience may mean that Plans are significantly revised over their lifetime.

Table 2: Facilitation and Notional Reward Payments by Milestones ($m)

Milestone due date	Milestone payment date	Basis for payment	Low SES Facilitation ($m)	Improving Teacher Quality Facilitation ($m)	Improving Teacher Quality Reward ($m)	Literacy and Numeracy Facilitation ($m)	Literacy and Numeracy Reward ($m)	Total ($m)
May-09	Jun-09	Bilateral Agreement signed	1.198	0.438	-	5.656	-	7.292
Nov-09	Dec-09	Final Plans Agreed	12.131	0.713	-	1.616	-	14.460
Mar-Apr 10	Apr-May10	Acceptance of Annual Report	4.014	0.238	-	4.847	-	9.128
Oct-10	Nov-10	Acceptance of Milestone Report	16.375	1.864	-	-	-	18.238
Jan-11	Feb-11	CRC Review of Reward Report	-	-	-	-	14.136	14.136
Mar-Apr 11	Apr-May11	Acceptance of Annual Report	5.468	0.621	-	-	-	6.079
Jun-11	Jul-11	CRC Review of Reward Report	-	-	12.790	-	-	12.790
Oct-11	Nov-11	Acceptance of Milestone Report	29.954	2.247	-	-	-	32.201
Jan-12	Feb-12	CRC Review of Reward Report	-	-	-	-	14.136	14.136
Mar-Apr 12	Apr-May12	Acceptance of Annual Report	9.985	0.749	-	-	-	10.734
Jun-12	Jul-12	CRC Review of Reward Report	-	-	12.790	-	-	12.790
Oct-12	Nov-12	Acceptance of Milestone Report	29.064	-	-	-	-	29.064
Mar-Apr 13	Apr-May13	Acceptance of Annual Report	9.685	-	-	-	-	9.685
Oct-13	Nov-13	Acceptance of Milestone Report	17.822	-	-	-	-	17.822
Mar-Apr 14	Apr-May 14	Acceptance of Annual Report	5.841	-	-	-	-	5.841
Oct-14	Nov-14	Acceptance of Milestone Report	13.579	-	-	-	-	13.579
Mar-Apr 15	Apr-May 15	Acceptance of Annual Report	4.526	-	-	-	-	4.526
Total Funding			158.751	6.870	25.580	12.117	28.272	232.590

Notes:
1. Funding is GST exclusive
2. Actual reward allocation to States /Territories is subject to review before the end of 2010
3. Milestones reports cover relevant milestones as detailed in the plans.

Reward Payments

3.7 South Australia seeks maximum reward funding, subject to the achievement of agreed reward milestones as set out in the plans for Literacy and Numeracy and Improving Teacher Quality. For Improving Teacher Quality some strategies which will attract rewards payments are planned to commence early in the Partnership. Undertaking the full suite of planned reward reforms is however dependent on the state achieving the full quantum of rewards payments in 2011.

3.8 South Australia will agree the distribution of reward funding with participating sectors and any reward funding received will be applied to the education sector.

Table 3: Australian Government Notional Reward Payments

Reward Payments	2008-09 ($m)	2009-10 ($m)	2010-11 ($m)	2011-12 ($m)	2012-13 ($m)	2013-14 ($m)	2014-15 ($m)
Low SES School Communities	-	-	-	-	-	-	-
Literacy & Numeracy	-	-	14.136	14.136	-	-	-
Improving Teacher Quality	-	-	-	12.790	12.790	-	-
Total Notional Reward Budget	-	-	14.136	26.926	12.790	-	-

Notes:
1. Funding is GST exclusive
2. Actual reward allocation to States /Territories is subject to review before the end of 2010.

Reward Payment Milestones

3.9 Reward payments are set out in Table 3 above. Performance measures included in milestones for rewards are detailed in Appendix 12 for Literacy and Numeracy and Table 2 for Improving Teacher Quality.

3.10 South Australia seeks maximum reward funding, subject to achievement of the agreed reward milestones and is committed to demonstrating significant ongoing progress in relation to all reforms.

4. NON-GOVERNMENT SECTOR PARTICIPATION

4.1 A Ministerial Advisory Committee comprising representatives of the three schooling sectors, the South Australian National Partnerships Council – Schooling, has been established to advise the Minister for Education in carrying out the State's responsibilities under the three Smarter Schools National Partnership Agreements, and to ensure appropriate consultation and communication with relevant stakeholders. The Council is chaired by the Hon Greg Crafter as an independent Chair.

4.2 This Council advises the Minister on:

- The allocation of funds to each sector
- A framework of accountability for managing dispersal of funds, their acquittal and monitoring and reporting requirements
- The identification of co-investment requirements by sector
- Development of potential cross sector initiatives for the Plans
- Sector specific proposals for the Plans
- Opportunities for sharing information and evidence
- Performance against agreed milestones and performance indicators.

4.3 The Council is supported by a Secretariat representing all schooling sectors, with cross sector working groups supporting the development and implementation of the Plans, and co-ordinating communications from the Council, and state reporting, monitoring and evaluation.

Facilitation payments

4.4 The sectors will implement the Plans and have an agreed methodology for the distribution of facilitation funds to each sector. The methodology for distribution of

facilitation funding is based on the methodology developed by the Australian Government in collaboration with the jurisdictions to create a proportional split of funding by sector. Each Partnership uses a different funding methodology as follows:

- Improving Teacher Quality funding is split by proportional share of Teacher Full Time Equivalents between sectors

- Literacy and Numeracy funding is split by proportional sector share of students using student count by results, double counting for those at or below the national minimum standard for literacy (reading) and numeracy

- Low SES School Communities funding is based on student numbers allocated to schools and using the national index of disadvantage and weighting for remote locations and low SES communities. This has resulted in a list of low SES schools as identified by student numbers. SA will work with at least 160 low SES schools over the seven years of the partnership.

4.5 Where funds are required to pursue cross-sectoral reforms, which are either specific to individual National Partnerships or apply across the three Smarter Schools National Partnerships, it is proposed that this amount will be deducted on an agreed basis from the notional sector funding shares.

4.6 Agreed facilitation funding allocations for each sector in South Australia for each National Partnership are shown in Table 4.

Table 4 Sector Facilitation Funding Allocation

Sector	Partnership	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Total
Catholic	Low SES Schools	78,229	1,056,228	1,426,896	2,607,951	2,629,057	1,551,724	1,162,191	10,431,075
	Literacy & Numeracy	1,017,900	1,163,160	-	-	-	-	-	2,181,060
	Improving Teacher Quality	77,204	167,218	437,331	627,370	-	-	-	1,309,100
	Sub Total	1,173,303	2,386,603	1,863,020	3,136,321	2,629,057	1,551,724	1,162,191	13,821,915
Government	Low SES Schools	1,168,411	14,058,475	20,185,935	36,884,661	35,717,521	21,846,399	16,729,004	147,531,895
	Literacy & Numeracy	3,786,850	4,329,540	-	-	-	-	-	8,116,395
	Improving Teacher Quality	285,360	617,555	1,815,149	1,047,673	-	-	-	4,435,721
	Sub Total	5,150,517	19,865,569	21,770,607	70,810,704	35,777,521	21,846,399	16,729,004	160,121,700
Independent	Low SES Schools	11,355	180,312	243,382	416,203	438,040	264,605	201,813	1,780,891
	Literacy & Numeracy	840,252	529,300	-	-	-	-	-	1,817,550
	Improving Teacher Quality	76,284	195,245	432,361	571,277	-	-	-	1,195,492
	Sub Total	917,891	1,314,854	676,743	990,558	431,640	204,690	201,813	4,703,740
Total Commonwealth Facilitation		7,892,061	23,537,061	24,017,840	42,834,420	38,738,017	23,703,011	18,194,088	179,787,411

Note:

1. Funding is GST exclusive

Co-investment

4.7 Each sector will contribute at a minimum, co-investment proportional to its share of the facilitation funding as per Table 5 below.

Table 5: Summary of Co-investment Commitment by Sectors

Partnership	Sector	2008-09 ($m)	2009-10 ($m)	2010-11 ($m)	2011-12 ($m)	2012-13 ($m)	2013-14 ($m)	2014-15 ($m)	Total ($m)
Low SES School Communities National Partnership	Government Sector	1.106	14.938	20.164	38.885	35.778	21.946	16.721	147.539
	Catholic Sector	0.078	1.056	1.426	2.608	2.530	1.552	1.182	10.432
	Independant Sector	0.013	0.180	0.243	0.445	0.432	0.265	0.202	1.781
	Subtotal	1.198	16.175	21.833	39.938	38.739	23.763	18.105	159.751
Literacy & Numeracy National Partnership	Government Sector	3.789	4.330	-	-	-	-	-	8.118
	Catholic Sector	1.018	1.163	-	-	-	-	-	2.181
	Independent Sector	0.848	0.950	-	-	-	-	-	1.818
	Subtotal	5.655	6.462	-	-	-	-	-	12.117
Teacher Quality National Partnership	Government Sector	0.117	0.304	0.508	0.475	-	-	-	1.404
	Catholic Sector	0.032	0.082	0.138	0.128	-	-	-	0.380
	Independent Sector	0.031	0.082	0.136	0.127	-	-	-	0.376
	Subtotal	0.180	0.468	0.782	0.730	-	-	-	2.160
Summary - All Partnerships	Government Sector	5.012	19.572	20.672	37.360	35.778	21.946	16.721	157.061
	Catholic Sector	1.128	2.302	1.563	2.737	2.530	1.552	1.182	12.993
	Independent Sector	0.893	1.231	0.379	0.572	0.432	0.265	0.202	3.974
	Total	7.033	23.105	22.615	40.668	38.739	23.763	18.105	174.028

4.8 The South Australian approach to co-investment is set out in Section 1 of the detailed Plans.

5. INDICATIVE ACTIONS AND PERFORMANCE INDICATORS

5.1 The Plans will contribute towards the attainment of the outcomes specified in the multilateral National Partnership Agreements (refer to Schedule A of each of the National Partnership Agreements).

5.2 Specific performance indicators and the necessary measure/s are set out in the Plans. In developing the performance indicators and measures, South Australia gave consideration to the following:
- The adoption of a general principle that the collection and reporting of measures should not impose additional burdens on schools
- How performance measures can identify improvement, particularly in literacy and numeracy, when there is only a short period of time between implementation of programs and assessment of benefit. This is of particular concern for programs where the outcome is a measure of student performance
- Whether comparable cross sectoral data will be available.

6. MONITORING AND REPORTING ARRANGEMENTS

6.1 South Australia will provide reports to the Australian Government that summarise progress against the agreed reform milestones and timelines as set out in each Plan and the COAG Reform Council for rewards payments. Summaries of the South Australian reports will be published.

6.2 Monitoring and reporting arrangements will reflect the requirements of Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*.

6.3 An ongoing reporting timeline for the implementation of the agreed reform agendas is set out in Table 6.

Table 6: Reporting Schedule

Milestone due date	Report Type	Period covered		Partnership		
		From	To	Low SES	ITQ	L&N
May-09		n/a	n/a	Bilateral Agreement signed		
Jul-09		Mar-09	Jun-09	y	-	-
Nov-09		n/a	n/a	Final Plans agreed		
Mar-Apr 10	Annual Report	Jan-09	Dec-09	y	y	y
Oct-10	Half Year Milestone Report	Jan-10	Jun-10	y	y	-
Jan-11	Reward Report	Jan-10	Dec-10	-	-	y
Mar-Apr 11	Annual Report	Jan-10	Dec-10	y	y	-
Jun-11	Reward Report	Jan-09	Dec-10	-	y	
Oct-11	Half Year Milestone Report	Jan-11	Jun-11	y	y	-
Jan-12	Reward Report	Jan-11	Dec-11	-	-	y
Mar-Apr 12	Annual Report	Jan-11	Dec-11	y	y	-
Jun-12	Reward Report	Jan-11	Dec-11	-	y	-
Oct-12	Half Year Milestone Report	Jan-12	Jun-12	y	-	-
Mar-Apr 13	Annual Report	Jan-12	Dec-12	y	-	-
Mar-13	Final Report	Jan-12	Dec-12	-	-	y
Oct-13	Half Year Milestone Report	Jan-13	Jun-13	y	-	
Mar-Apr 14	Annual Report	Jan-13	Dec-13	y	-	
Aug-14	Final Report	Jan-13	Dec-13	-	y	
Oct-14	Half Year Milestone Report	Jan-14	Jun-14	y		
Mar-Apr 15	Annual Report	Jan-14	Dec-14	y		
Aug-15	Final Report	Jan-15	Jun-15	y		

6.4 South Australia will monitor and report against each of the following:
- Agreed reforms as listed in each Plan. This will form the basis for South Australian monitoring and reporting on the progress of the National Partnerships.
  - South Australia will monitor and report against progress in implementing the agreed reforms in the Plans on a calendar year basis, in line with clause c11 in Schedule C to the *Intergovernmental Agreement on Federal Financial Relations*. In addition South Australia will also submit interim progress milestone reports to trigger facilitation payments.
- Facilitation and Reward Milestones which indicate how South Australia is progressing in implementing the Plans. Progress made against each of these milestones will be reported on as an indication of the overall achievement of planned activity and the agreed reforms.
  - South Australia will monitor and report progress against these milestones according to the timelines set out in the Plans and this Agreement.
- Co-investment as stated in Attachment 3, Section 1, of the Plan

- South Australia will report on co-investment as required.

6.5 Schools participating in National Partnerships under this Bilateral Agreement will report on progress in reports consistent with existing sector accountability arrangements. As part of the engagement of schools, specific performance information to monitor progress in reform areas will be identified for inclusion in their reports.

6.6 South Australia will meet the requirements of the MCEETYA Measurement Framework for National Key Performance Measures, which sets out the basis for reporting progress towards the achievement of the National Goals for Schooling in the Twenty-First Century and the new Melbourne Declaration on Educational Goals for Young Australians, signed in December 2008.

6.7 South Australia notes that where agreed performance indicators under this and the National Partnerships Agreements contribute to the objectives and outcomes of the National Education Agreement, the COAG Reform Council will assess these performance indicators in the context of its analysis and report on the National Education Agreement and its subsidiary National Partnership Agreements.

6.8 State's summary reports will also be published to facilitate the sharing of information regarding successful reform interventions and best practice to the Commonwealth, other States and Territories and schools.

6.9 As specified in the National Partnership Agreements, the Australian Government will provide funding to evaluate the progress of reforms through this Agreement. The evaluation will support program management and monitoring and continuous improvement efforts and will inform COAG on the success of the reforms and how best to sustain them. South Australia will also evaluate the National Partnerships at a state level.

6.10 Where individual school data is provided, and the National Partnership Agreements do not provide for that level of analysis to be published, standard privacy principles and procedures will prevail.

7. PUBLICATIONS AND COMMUNICATIONS

7.1 South Australia will acknowledge the Bilateral Agreement as a joint Australian Government and State or Territory initiative in all publications, promotional and advertising materials, public announcements and activities, or any products, processes or initiatives developed as a result of the implementation of the Bilateral Agreement according to the Smarter Schools Branding Guidelines.

7.2 A communication and stakeholder engagement strategy has been developed jointly by the three sectors to support the implementation. The strategy recognises and builds on the existing structures and processes within each sector and complements any Australian Government communications. This strategy will assist in gaining school community and business support for the Partnerships. In addition, each sector will develop a communications strategy consistent with the State engagement strategy. The South Australian strategic approach is summarised in Section 1 of Attachment 3.

8. AUDIT ARRANGEMENTS

8.1 South Australia will comply with relevant legislation and Schedule C to *The Intergovernmental Agreement on Federal Financial Relations*. Appropriate auditing arrangements will be put in place that takes account of any relevant instructions from State and Federal Treasury.

9. GOVERNANCE ARRANGEMENTS

9.1 The governance arrangements for this Agreement will be managed in accordance with the National Partnerships Agreements between the Australian Government and South Australia.

9.2 The Bilateral Agreement implementation in South Australia will be overseen by a Ministerial Advisory Council reporting to the Minister for Education. The Council is chaired by an independent Chair, the Hon Greg Crafter. Its membership includes the three sector heads: the Chief Executive of the Department of Education and Children's Services, the Executive Director of the Association for Independent Schools of SA, and the Director of Catholic Education SA. It meets regularly and is also attended by the South Australian State Manager of the Department of Education, Employment and Workplace Relations, and representatives from the Departments of Premier and Cabinet, and Treasury and Finance.

9.3 A Memorandum of Understanding (MOU) has been developed between the three South Australian schooling sectors to facilitate collaboration between the three schooling sectors for the development and implementation of the three Smarter Schools National Partnerships to achieve the goals of these National Partnership Agreements. The MOU acknowledges the different governance and management approaches that operate in each school sector. This MOU will be reviewed annually.

9.4 A Secretariat supports the Council and assists in coordinating and delivering centrally driven strategies, state level performance monitoring, reporting and evaluation. This work involves the creation of cross sector working groups as necessary.

Dispute resolution

9.5　Any party to this Agreement may give notice to the other party of a dispute.

9.6　Any disputes arising from the Agreement between the three sectors will be dealt with in the first instance by the Ministerial Advisory Council.

9.7　Any disputes between the State and the Australian Government in regard to this Agreement will be dealt with in the first instance by the Chief Executive of Department of Education and Children's Services and an appropriate Australian Government Officer.

9.8　If the dispute can not be resolved then it will be referred to the appropriate Minister(s).

The Parties have executed this Agreement as follows:

Signed for and on behalf of the
Commonwealth of Australia by

The Honourable Julia Gillard MP
Minister for Education, Employment and Workplace Relations

Date: 1 /12 | 07

Signed for and on behalf of the
State of South Australia by

The Honourable Jane Lomax-Smith MP
Minister for Education

Date: