

<b>Program</b>	The Future of Education (FoE) Strategy	
<b>Evaluation Project</b>	Future of Education Evaluation	
<b>Description</b>	<i>Future of Education First Phase Implementation Evaluation Report</i>	
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## EVALUATION REPORT

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**UNCLASSIFIED****1. Introduction**

The ACT Government launched the Future of Education Strategy (FoE) in 2018-19. This strategy outlines the Minister's vision and plan for education in the ACT for the next decade. A vision focused on equity of outcomes, wellbeing and high- quality education for all students. The Future of Education strategy articulates priority actions drawn together and coordinated under four foundations:

- **students at the centre** – ensuring students are engaged in their learning by taking a holistic view of each student's unique needs and interests, and respecting that students are active participants in their learning who can make informed choices about what and how they learn;
- **empowered learning professionals** – supporting teachers and allied health professionals to meet the needs of students through access to high quality training, mentoring and professional development, and supporting school leaders to build expert teaching teams to deliver on education that places students at the centre;
- **strong communities for learning** – building collaborative partnerships between schools, government and community service providers to support students at the centre through enhanced wellbeing, resilience and connections throughout the community, and ensuring parents and carers are active participants in school life and in the learning of their child/ren; and
- **systems that support learning** – ensuring the systems that support education enable the flexible delivery approaches that are required to meet diverse needs, including legislation, resourcing and teaching tools, organisational structures and culture, public accountability and reporting, and data and information technology to deliver on education that places students at the centre.

The *Future of Education Evaluation Plan* provides the structure for evaluating the successful implementation of the FoE. It is expected that planning for the second and final phases of implementation will be informed by the learnings from this evaluative process.

**1.1. Associated evaluations**

Some *Future of Education* projects have their own evaluations. The scope of this evaluation is at the meta level, looking at the collective activity, impacts and opportunities for re-alignment for strategic planning purposes. Successful implementation of critical projects may impact on this. Critical projects with their own evaluations include:

- The UC Affiliated Schools Program
- The Future Skills Academy
- Set up for Success: ACT Early Childhood Strategy
- Positive Behaviour for Learning Framework in ACT public schools
- The Continuum of Education Support Model (external evaluation)

**1.2. Program Objective/s - what will success look like**

The FoE seeks to support children to overcome and achieve regardless of background or circumstance by responding to the needs of each individual student in order to develop capable adults who have learnt to learn, live productively in society, think, create and work in an increasingly digital future.

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The theory of change is that: *putting students at the centre by focusing on inclusion, student agency and wellbeing; will lead to long term improvements in educational outcomes and ensure students have the skills they need to succeed in the future.*

The success of the Future of Education Strategy would therefore be evident in:

- **Process**
  - Completion of the outputs for each phase of the strategy
- **Impact**
  - Stakeholder reflections on impact and opportunities for realignment
  - Learning being centred around the needs of individual students (inclusive)
  - Students having agency in their learning (agency)
  - Student wellbeing being prioritised and enhanced (wellbeing)
- **Outcomes**
  - Students having the skills they need for the future
  - Education outcomes being enhanced

## 2. Core evaluation questions and key findings from FoE Phase One

### 2.1. Evaluation type and key evaluation questions

Evaluation Type	Question and Result
Process Evaluation	<p><b>Have we completed the outputs for each priority strategy for this phase as articulated in the relevant Implementation Plan?</b></p> <p>At the end of 2020, 93 percent (63 out of 68) of Phase One Implementation Plan outputs were complete. The remaining 7 percent (5) of outputs were delayed due to the redirection of resources to respond to COVID-19.</p> <p>A full progress report is included at <a href="#">Attachment A</a>.</p>
Impact Evaluation	<p><b>Have we reflected on our impact and identified opportunities for realignment through stakeholder engagement?</b></p> <p>During 2020, stakeholder engagement was restricted due to COVID-19. Qualitative reflections were however sought from:</p> <ul style="list-style-type: none"> <li>• <i>Evaluating Innovation in a Disrupted Education World</i> - a 2020 inquiry with 11 ACT schools and Emeritus Professor Helen Timperley (voices from the school leaders, teachers and students in the schools participating in the inquiry)</li> <li>• <i>Improving Learning and Teaching in the Australian Capital Territory, Reflections and Recommendations</i> – Dr Mary Jean Gallagher November 2019 (based on pre-visit documentation review of observations and reflections on the reform work of the ACT (voices of senior staff and school leaders)</li> <li>• <i>Minister’s Student Congress</i>- September 2020 – Remote Learning and Transition Back to the Classroom (voices of students)</li> </ul>

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- *Staff focus groups*- Part of the Directorate's six-monthly Strategic Plan review in 2020 (voices of Education Support Office staff).

Future evaluation phases will be enhanced through more comprehensive stakeholder engagements.

A summary of qualitative reflections and case studies is included at [Attachment B](#).

**Have we centred teaching and learning around students as individuals (inclusive)?**

This core evaluation question is measured through student reported school identification and perceptions of support and safety (School Climate Survey).

*School Identification:* Students who identify with their school are more likely to engage in learning and to behave in line with school norms and values. Concepts measured by school identification are whether a student is happy to be a part of their school; whether they feel a strong connection with the school; whether they feel they belong; as well as whether they care about the school.

*Perceived Support & Safety:* Concepts measured by the Perceived Support and Safety domain include the extent to which students feel close to others at their school, how safe they feel, and whether the school is a nice place to be. It includes believing that teachers care about students and that students can talk to teachers about problems at school.

Key Findings

During the first phase implementation (2018-2020), the ACT Education system improved or sustained overall measures of inclusivity for students as evidenced by:

- Students who strongly identified with their school increased from 58.4 percent in 2018 to 64 percent in 2020 ([Attach C Table 1](#))
- Students who perceived strong levels of support and safety remained stable at 59.1 percent in 2018 and 59 percent in 2020 ([Attach C Table 2](#))

The evaluation found two potential contributors to the increase in student identification with their schools.

- The implementation of the Positive Behaviours for Learning program supported increased levels of school identification.
- The impact of COVID-19 and the move to remote learning may have positively impacted this result as students were largely positive about returning to on-campus learning, having missed the interactions with their peers, teachers and school support staff.

There was some improvement in Aboriginal and Torres Strait Islander students' (\*small response rate of 38 percent in 2018 and 49 in 2020 may impact on the reliability of these results) experiences of inclusion, including ([Attach C Graph 3c](#)):

- A seven percent difference between Aboriginal and Torres Strait Islander students reporting strong perceptions of support and safety at school compared to non-indigenous students in 2018, which reduced to a three percent difference in 2020.

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- A very small difference in perceptions of school identification between Aboriginal and Torres Strait Islander students and non-indigenous students at two percent in 2018, increasing to 4 percentage points in 2020

Students from LBOTE backgrounds consistently reported higher school identification and perceptions of support and safety than non-LBOTE students. This remained largely stable between 2018-2020 with a five percent increase in strong identification with school from 66 percent in 2018 to 71 percent in 2020 (Attach C Graph 3d).

Students with disability reported a higher perception of support and safety with a three percent difference in 2018 and a four percent difference in 2020. In 2018, students with disability also reported a higher level of school identification with a three percent difference. In 2020 however, students without disability increased their school identification at a higher rate than students with a disability (\*small response rate of 43 percent in 2018 and 44 percent in 2020 may impact on the reliability of these results), closing this gap to a one percent difference. (Attach C Graph 3e).

*“It was so much fun to be able to go back to all the afterschool activities – bands and sporting clubs. This is how I socialised with others. It’s great to come back (post remote learning) and do those activities that I love.” (Student 2020)*

*“They (the ACT Education System) have worked to maintain the focus of their efforts and have attempted to reduce distractions across the system. They have been successful in this in large part, with the possible exception of some challenges in the implementation of their inclusion agenda which required more capacity development if the system was to meet the needs of all of their students.” (Dr Mary Jean Gallagher 2019)*

#### **Have we enabled student agency in their own learning (agency)?**

This core evaluation question is measured through student reported behavioural and emotional engagement, as well as through perceptions of teacher support for learning- or academic emphasis (School Climate).

*Behavioural Engagement:* The Behavioural Engagement domain describes how intensely a student tries their best, both in completing work and undertaking work to the best of their ability. It also includes student self-reported levels of hard work, active participation and effort. It includes their perceptions that they can be a good student.

*Emotional Engagement:* The Emotional Engagement domain includes concepts such as students enjoying the work they do in class and feeling excited about their work. It also addresses levels of student interest in what they are learning and their perceptions of how much fun learning in class is.

*Academic Emphasis:* The Academic Emphasis domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the

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provision of useful feedback to students and belief by teachers that every student can be a success.

Key Findings

During the first phase implementation (2018-2020), the ACT Education system maintained strong emotional and behavioural engagement for the majority of students, including (Attach C Table 2):

- Strong emotional engagement remained stable at 53.2 percent in 2018 to 52 percent in 2020.
- Strong behavioural engagement remained high at 77.1 percent in 2018 and 76 percent in 2020.

Aboriginal and Torres Strait Islander students however continued to experience lower levels of behavioural and emotional engagement, including (Attach C Graph 3c):

- A seven percent difference between Aboriginal and Torres Strait Islander students reporting strong behavioural engagement at school compared to non-indigenous students in 2018 and 2020 consistently; and
- A six percent difference between Aboriginal and Torres Strait Islander students reporting strong emotional engagement at school compared to non-indigenous students in 2018, however this reduced to a three percent difference in 2020.

Students from LBOTE backgrounds consistently reported higher behavioural and emotional engagement than non-LBOTE students. This remained largely stable between 2018-2020 (Attach C Graph 3d).

Students with disability reported higher levels of emotional engagement compared to students without disability, increasing from a three percent difference in 2018 to a seven percent difference in 2020. However, student reported strong behavioural engagement remained four percent lower for students with disability compared with students without disability across both 2018 and 2020 (Attach C Graph 3e).

Emotional engagement also dipped across the secondary years and picked up again in college. While this is reflective of a standard pattern within education, this may present an opportunity to explore further ways to engage with students in this cohort (Attach C Table 5).

Overall student perceptions of strong teacher support (academic emphasis) also remained high and stable at 72 percent in 2018 and 73 percent in 2020 (Attach C Table 4).

*“Since I started my ASBA in 2019 I have gone from a young person who could barely turn up to school to a straight A student in year 12, a university entrant and a finalist for the ACT ASBA of the year award. My achievements are something I take great pride in, as only a couple of years ago I thought I would never finish year 12”. (Student 2020)*

*“...it is clear that some schools have not only been able to stay the course but have used the disruption caused by Covid to delve deeply into new ways to engage their students. They*

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*have been rigorous in collecting evidence about what has been going on for their learners to ensure their innovations are making a difference” (Professor Helen Timperley 2020)*

**Have we supported student wellbeing across all stages of schooling (wellbeing)?**

This core evaluation question is measured through a range of student wellbeing indicators collected for secondary students, as well as overall staff student relations.

*Student Wellbeing Secondary:* Student wellbeing is both an important factor and an important predictor of student growth and learning. The Wellbeing measures included here are in no way diagnostic; they represent a student's sense of wellbeing at a snapshot in time. Note that the scales of each measure differ.

- Positive Affect -The propensity to experience positive emotions and interact with others and with life's challenges in a positive way.
- Anxiety -The Anxiety domain assesses situational anxiety and subjective experience of anxious affect.
- Resilience -Resilience is generally thought of as a "positive adaptation" after a stressful or adverse situation.
- Happiness -Students were asked: "Taking all things together, how happy are you?"
- Life Satisfaction -Students were asked: "All things considered, how satisfied are you with your life as a whole these days?"

*Staff Student Relations:* The Staff Student Relations domain relates to student perceptions of staff care and friendliness towards students, how staff treat students with respect and go out of their way to help students, how staff involve them in decisions and planning, taking their concerns seriously and showing them understanding.

**Key Findings**

During the first phase implementation (2018-2020), the impacts of COVID-19 have been significant on the wellbeing outcomes for students. Life satisfaction declined by 8 percentage points for primary students from 2018-2020, with life satisfaction almost double for primary school students compared to secondary students (61 percent compared to 27 percent in 2020). Both life satisfaction and happiness however improved for secondary students by 3 percentage points between 2018 and 2020.

Positive affect declined by 5 percentage points, while anxiety rose by 2 percentage points from 2018 to 2020 for secondary students. While this may reflect the impacts of COVID-19, it is notable that resilience of secondary students also rose by 4 percentage points in the same time period.

Overall perceptions of staff student relations improved between 2018 and 2020, with 65 percent of students reporting relations as strong in 2018 compared to 67 percent in 2020 (Attach C Table 4).



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	<p><i>“One of the good things that this has taught us is that we have been through this- surely it can’t get any worse! - and we know that we can handle situations like this again. .... We’re all in this together, we’re never going to see anything like this again, and so it just makes us stronger as a community which is something positive that I think we can take out of this” (Student 2020)</i></p> <p><i>“We had student focus groups unpack the student survey as we thought that was a great way to get an understanding of where their thinking was at. It was really great to watch our captains lead the process by each year level and their findings are really interesting” (Principal 2020)</i></p>
Outcome Evaluation	<p><b>Have students developed the skills they need for future success?</b>        Measures for this core evaluation question will be developed over the life of the Future of Education implementation and are not yet available for the phase one evaluation.</p> <p><b>Have we facilitated high quality teaching in ACT public schools and strengthened educational outcomes?</b></p> <p>This core evaluation question is measured through indicators of system equity and learning gain (NAPLAN), as well as the supports provided to teachers and school leaders in phase 1. This will be expanded during phase 2 based on ANU research into the lead indicator for future changes in educational outcomes: - An improvement in overall school climate increases student identification (belonging) with their school which in turn strengthens school outcomes, both academic and wellbeing, for both staff and students. Students who have better mental health, suffer less bullying and are more strongly engaged in their learning will achieve better educational outcomes.</p> <p><i>Equity:</i> We are progressing towards great equity in the system with improved NAPLAN scores that represent the performance gap over time between the most advantaged group of students and the broader student cohort—based on parental education.</p> <p><i>Learning Gain:</i> Strengthening the pedagogy (teaching practice) to respond to individuality, diversity and build learner capabilities as well as content knowledge will result in student learning gain as measured through NAPLAN data. With targets set for learning gain in reading and numeracy.</p> <p><i>Leadership:</i> Concepts surveyed in the Leadership domain include whether the leadership embodies what the school stands for and whether it is representative of the school members. Staff are asked whether the leadership exemplify what it means to be a member of the school, promote and act as a champion for the school and create a sense of cohesion and structure.</p> <p><i>Professional Development:</i> The Professional Development domain includes concepts such as staff getting quality feedback on their performance and being recognised for good work, participation by staff in professional development programs, and the frequent discussing</p>

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and sharing of teaching methods and strategies with each other. Also included is the extent of mentoring and coaching, or peer observation, and other programs to develop teaching knowledge and skills.

Key Findings

While collection of 2020 NAPLAN data did not occur due to COVID-19, there is early indication that during the first phase implementation (2018-2020), the ACT Education system may be beginning to close the equity gap between the most advantaged students and not as advantaged students. This is evidenced by (Attach C Table 11):

- The equity gap for reading outcomes reduced from 57 in 2018 to 52 in 2019.
- The equity gap for numeracy outcomes reduced from 45 in 2018 to 44 in 2019.

This measure is the average difference in NAPLAN scores between advantaged and less advantaged students, where advantaged is defined as students with one or more parent having a Bachelor degree or higher qualification.

In the same period however, learning gain decreased for students overall. In particular (Attach C Table 12):

- Learning gain for students in year 3 in 2016 and year 5 in 2018 was 82 for reading and 85 for numeracy. For students in year 3 in 2017 and year 5 in 2019, learning gain was 74 for reading and 79 for numeracy.
- Learning gain for students in year 7 in 2016 and year 9 in 2018 was 41 for reading and 44 for numeracy. For students in year 7 in 2017 and year 9 in 2019, learning gain was 29 for reading and 33 for numeracy.

It is important to note that each year grouping, represents a different cohort of students. In addition, students generally experience a higher gain in their early years of schooling as they develop a foundation and understanding of new concepts in numeracy and literacy. This is reflected in the national NAPLAN scale which reflects double the gain between year 3 and 5 students compared with gain between year 7 and 9 students. In addition, students with lower NAPLAN scores in years 3 and 5 tend to achieve (and need) greater gains over time than their counterparts who start their education with a higher NAPLAN score.

Staff perceptions of leadership and their own professional development remained stable between 2018 and 2020, with 76 percent of teachers reporting their school leadership as strong and stable in 2018 compared to 75 percent in 2020 (Attach C Table 8); and 79 reporting strong and consistent support for professional learning in 2018 compared to 76 in 2020 (Attach C Table 7).

*“most principals are appreciative, supportive and engaged in the work required to improve their schools. Building understanding of the work, as well as trust and relationships, were clearly prioritized in the early work of developing strategic plans and this has resulted in a system that is, for the most part, ready to engage in their work going forward.” (Dr Mary Jean Gallagher 2019)*

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	<p><i>"I can see strong 'teachers as researchers'. There is fertile ground now to springboard into another part of teacher practice. Great learning from all members of the team in how to lead an effective inquiry into what's going on with student learning and how teacher practice is impacting on the learning. Very exciting." (Principal 2020)</i></p> <p>A full data report on all measures collected through this evaluation is included at <u>Attachment C</u>. (N.B. The school climate survey was completed by 63-72 percent of students across 2018-2020, possibly the students most engaged in school. This should be considered in interpretation of findings).</p>
Phase One additional Insights	<p>In addition to the key evaluation questions measured above, two other data insights were identified through the phase one evaluation.</p> <p><b><u>Family and Community Support for Learning</u></b></p> <p>Family and community support for learning is measured through parent/carer perceptions of their involvement at home and at school, and through student perceptions of family and community support.</p> <p><i>Parent Involvement at Home:</i> In the Parent Involvement at Home domain parents and carers are asked to rate how often they help with homework and support the school by speaking to their children about school rules and respect for other students. Parents and carers are asked to indicate their trust in the staff of the school to make good decisions for their children.</p> <p><i>Parent Involvement at School:</i> In the Parent Involvement at School domain parents and carers are asked to rate how often they volunteer at the school, attend parent teacher interviews and other school events, and communicate with their child's teachers.</p> <p><i>Family Support:</i> Family Support was collected for the first time in 2019. The student's home environment is an important part of creating engagement with learning. The Family Support domain measures the level of support for their education that a child receives from an adult who lives in their home.</p> <p><i>Community Support:</i> Community Support was collected for the first time in 2019. The Community Support domain measures the level of support for their education that a child receives from an adult from their community who does not live in their home.</p> <p><b><u>Key Findings</u></b></p> <p>Parent/carer perceptions of their involvement at school and home remained consistently high across 2018 to 2020. Student perceptions of family and community support also remained stable (<u>Attach C Table 9</u>).</p> <ul style="list-style-type: none"> <li>• In 2018, 78 percent of parents/carers reported high levels of involvement at school compared to 76 percent in 2020.</li> <li>• In 2018, 92 percent of parents/carers reported high levels of involvement at home compared to 91 percent in 2020.</li> </ul>

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- In 2018, 79 percent of students reported high levels of family support compared to 78 percent in 2020.
- In 2018, 43 percent of students reported high levels of community support compared to 41 percent in 2020.

**Schools being ready to support student needs**

Ensuring schools are ready to support students when they enter formal schooling is important in enabling the best start to their education journey. This concept is measured through early childhood educators' (P-year 2) confidence in meeting the learning needs of students. Teachers are asked to respond to the following statements:

- Support for their own professional development
- Student learning needs are being met at this school
- Student behaviour is well managed at this school
- Teachers at this school motivate students to learn.

**Key Findings**

During the first phase implementation (2018-2020), early childhood educator confidence in meeting the needs of students remained high and steady across all three measures (Attach C Graph 10).

- In 2018, 81 percent of P-2 teachers reported high levels of support for their own professional development, compared to 85 percent in 2020.
- In 2018, 90 percent of P-2 teachers reported high confidence in student learning needs being met at their school, compared to 91 percent in 2020.
- In 2018, 79 percent of P-2 teachers reported high confidence in student behaviours being well managed at their school, compared to 76 percent in 2020.
- In 2018, 97 percent of P-2 teachers reported high confidence in teachers at their school motivating students to learn, compared to 98 percent in 2020.

**2.2. Insights and recommendations for phase two**

Evaluation Type	Insights and Recommendations
Process Evaluation	<p><b>Insight 1:</b> COVID-19 prevented the completion of 5 Phase One Outputs</p> <p><b>Recommendation 1:</b> The following phase one initiatives require ongoing work or oversight in phase two:</p> <ol style="list-style-type: none"> <li>1. Development of agreed protocols enabling service access across sectors (2020)</li> <li>2. An implementation plan that will strengthen accessible and personalised student learning in VET (2020)</li> <li>3. Feasibility mapping and policy design work for a community school (2020).</li> <li>4. Scoping of requirements for TQI to become a clearing house of excellent practice (2020).</li> <li>5. Support for parents to be effective 'first teachers' and engage with children's learning in early childhood (2020).</li> </ol>

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	<p><b>Recommendation 2:</b> Future implementation plans should focus more on embedding school excellence by continuing to identify and scale up innovative and effective systems and professional practice within and between schools, rather than on introducing too many new program based initiatives.</p>
Impact Evaluation	<p><b>Insight 2:</b> COVID-19 restricted stakeholder engagement in the evaluation of Phase One  <b>Recommendation 3:</b> Establish systematic and broader collection of voices to inform future evaluation stages.</p>
	<p><b>Insight 3:</b> Inclusivity has improved or been sustained for the majority of students, however this is not equally experienced by all students  <b>Recommendation 4:</b> Expand and strengthen existing opportunities to better understand the experiences of inclusivity for all students, with a particular focus on the following student cohorts:</p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander students</li> <li>• Students with disabilities</li> </ul>
	<p><b>Insight 4:</b> Student agency (as demonstrated through behavioural and emotional engagement) has remained high for the majority of students, however this is not equally experienced by all students  <b>Recommendation 5:</b> Expand and strengthen existing opportunities to better understand the barriers to behavioural and emotional engagement for all students, with a particular focus on the following student cohorts:</p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander students</li> <li>• Students with disabilities</li> <li>• Secondary students</li> </ul>
	<p><b>Insight 5:</b> There is a continued need to focus on Wellbeing outcomes for all students, with emphasis on secondary students.  <b>Recommendation 6:</b> Support existing school practices, including through interventions that improve wellbeing outcomes for all students, especially secondary students.</p>
Outcome Evaluation	<p><b>Insight 6:</b> Measures to evaluate systems improvement in equipping students with the skills they need for future success are still under development. The ACT continues to engage in and lead national work in this area.</p>
	<p><b>Insight 7:</b> There is a continued need to focus on learning gain for all students.  <b>Recommendation 7:</b> Establish a process to enhance the use of disaggregated data to tailor educational efforts to individuals and groups of students that require additional supports and measure the success of interventions through an action research approach.</p>
Phase One additional Insights	<p><b>Insight 8:</b> Only 41 percent of students reported being able to access support from within their community.  <b>Recommendation 8:</b> Clarify and scope the Community Schools approach to strengthen connections between students and their communities.</p>

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**Insight 9:** Teachers in years P-2 feel confident in supporting the needs of children in their early years of formal schooling.

**Recommendation 9:** Further integrate the early years learning framework and national curriculum as children transition through school.

**3. Attachments**

Document	Title
Attachment A	FoE Phase One Implementation Plan Progress Report
Attachment B	FoE Phase One Qualitative Reflections and Case Studies
Attachment C	FoE Phase One Data Report

## FUTURE OF EDUCATION – IMPACT REPORT PHASE ONE IMPLEMENTATION 2018-2020

**Key**

Established or Complete	Delayed or Not Yet Complete
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Foundation	<b>Students at the Centre</b>			
<b>Intent:</b> Individual students are involved as decision makers in their learning environment and how they learn, they are engaged, challenged and extended, meeting their learning needs, levels of readiness, developing interests, aspirations and motivation, they are supported to tread their own path. The individual learning and wellbeing needs of students are considered as the first priority in our decision making.				
Priority	Focus	Outputs	Status	Highlights
<b>Strengthening Inclusive Education</b>	<b>Strengthening Inclusive Education</b> provides the opportunity for the Education Directorate to collaborate with community, other ACT government services and school sectors to ensure schools have the right supports at the right time for inclusion and to build safe and supportive learning environments for all students. This includes projects to assist students to access education settings and remove any barriers to education.			
Inclusive Service Delivery	<ul style="list-style-type: none"> <li>&gt; Support four PBL experts and one school psychologist as well as further scoping work in relation to a complex student needs team leading to increased participation by young people with diverse learning needs (2019).</li> <li>&gt; Funding for expert consultancy and Health Professional (2019)</li> <li>&gt; Appointment of a parent/family engagement officer, building increased engagement with the community (2019).</li> <li>&gt; Outputs associated with Digital Solutions (2020 and forward years).</li> <li>&gt; Implementation of SRA model through a resource loading for Students with a Disability (2020 and forward years).</li> </ul>	<ul style="list-style-type: none"> <li>- Positive Behaviour for Learning (PBL) programs implemented in 71% of schools (63) with progress on track for all schools by the end of 2021</li> <li>- Five additional staff recruited to the PBL team, including a psychologist</li> <li>- Expansion of the Multidisciplinary composition of the Occupational Violence and Complex Case Management Team (OVCCMT) to include occupational therapists, social workers, speech pathologists and psychologists</li> <li>- Refinement of risk management support processes for schools through the allied health expertise of the OVCCMT</li> <li>- Establishment of the <i>Positive Behaviours Support Plan (PBSP) Panel</i> to review PBSP plans with restrictive practice in line with the new <i>Senior Practitioner Act 2018</i></li> </ul>		
Safety and Confidence to Include	<ul style="list-style-type: none"> <li>&gt; Role-specific work health and safety training provided for school leaders, teachers and learning assistants (2019 and forward years).</li> <li>&gt; Support for 50 learning support assistants within public schools to obtain a Certificate IV Education Support (2019 and forward years).</li> <li>&gt; Two wellbeing expositions, open to all staff, focusing on health, safety and wellbeing (2019).</li> <li>&gt; Three community workshops, designed and delivered in partnership with the ACT Council of Parents and Citizens Associations (2019).</li> <li>&gt; Engagement of additional employees, as well as procurement of expert services, to advise on safe learning environments (2019).</li> </ul>	<ul style="list-style-type: none"> <li>- Work health and safety training provided for school leaders, teachers and Learning Support Assistant (LSAs)</li> <li>- Hosting of the first <i>National Symposium on Occupational Violence</i> on 21 March 2019</li> <li>- <i>Certificate IV Education Support</i> qualification scholarships provided to 81 LSAs</li> <li>- Two staff Wellbeing expos; <i>EDU 'Be a Safety Champion' Your Wellbeing, Our Future</i> were held in October 2019</li> <li>- Three <i>Building Strong and Safe Communities for Learning</i> workshops were designed and delivered in 2019 in partnership with the ACT Council of Parents and Citizens Associations for approx. 117 attendees</li> <li>- Expansion of the OVCCMT to provide advice and support for safe learning environments</li> </ul>		
Place-Based Inclusion	<ul style="list-style-type: none"> <li>&gt; The Continuum of Education Support model introduced in all ACT Public Secondary Schools (2019).</li> <li>&gt; Tailored learning programs introduced for up to 10 students who cannot engage with mainstream school (2019).</li> <li>&gt; Evaluation of the Continuum of Education Support (2020).</li> <li>&gt; Continued enhancement and development of sensory spaces in schools to support students (2019 and forward years).</li> <li>&gt; Scoping work for additional programs i.e. services and opportunities offered during school holidays (2020).</li> <li>&gt; Development of agreed protocols enabling service access across sectors (2020)</li> </ul>	<ul style="list-style-type: none"> <li>- The Network Student Engagement Team (NSET) supported implementation of the Continuum of Education Supports (CES) in all High Schools</li> <li>- Expansion of flexible education options, with increased access to the Government <i>Muliyar</i> program for 20 high school students who could not attend their usual school. Evaluation of Muliyar's continuum of education model has been established and will be delivered overtime by Griffin University.</li> <li>- Inclusion and wellbeing supports were provided through onsite access to psychologists, social workers and youth workers in all ACT public schools</li> <li>- Occupational therapist advice and support provided for development of sensory spaces to meet individual student needs</li> <li>- Collaborative work underway with non-government sectors to expand shared access for professional learning opportunities. While formalising the protocols was delayed due to a redirection of resources to support COVID-19, professional learning materials were shared with non-government sectors as part of a collaborative response to implementing remote learning across the ACT.</li> </ul>		
<b>Covid-19 Context</b>	<ul style="list-style-type: none"> <li>&gt; Planned roll out of the agreed protocols for service access were delayed as the Education Directorate focused on responding to COVID-18, in particular prioritising wellbeing supports.</li> <li>&gt; Inclusion was enhanced through:               <ul style="list-style-type: none"> <li>- Flexible and equitable online teaching instruction, ensuring continued access to learning for all students, including tailored supports for students with additional learning needs</li> <li>- Capture of student engagement/attendance and wellbeing data to target learning and/or wellbeing support</li> </ul> </li> </ul>			
<b>Giving Students More of a Say</b>	<b>Giving Students more of a Say</b> provides the opportunity to focus on the needs of students at the centre of decision making and to look for ways to connect with student voice and to encourage students to engage and feel confident in using their voice for issues that impact them. This extends to building understanding and engagement with indigenous culture and capacity for personalising learning and designing curriculum to develop skills and capabilities for the future.			
Connecting Young People to their Learning	<ul style="list-style-type: none"> <li>&gt; Revised strategic indicators relating to equity, learning gain and belonging (2019)</li> <li>&gt; Cultural Integrity action plans between schools and their communities developed (2019 and forward years).</li> <li>&gt; Cultural Integrity training programs designed and scheduled (2019 and forward years).</li> <li>&gt; Review of language programs in government schools (2020).</li> </ul>	<ul style="list-style-type: none"> <li>- New strategic measures of performance implemented for:               <ul style="list-style-type: none"> <li>• Student learning growth</li> <li>• Equity of student outcomes</li> <li>• Strength of student engagement and belonging with their school.</li> </ul> </li> <li>- Engagement in exploratory work with Victoria on more effective ways of representing student learning gain through the My School web site.</li> <li>- Adoption of interim improved measures of student wellbeing, challenging behaviours, and student engagement and belonging ahead of development at the national level for General Capability measures.</li> </ul>		

Student Agency	> All ACT Government schools adopting the ACARA Achievement Standards for reporting on individual student achievement (2020).		<ul style="list-style-type: none"> <li>- Promotion of <i>The Aboriginal and Torres Strait Islander Histories and Cultures Enriched Elaborations for Science</i> in ACT schools.</li> <li>- Development of a cross-sectoral project <i>Empowered Learning Professionals: First Nations Science</i></li> <li>- Cultural integrity strengthened within all schools with cultural inclusion training for all School Leader A, B and Cs and cultural competency training and implementation embedded in annual school review process</li> <li>- Professional learning workshops offered to all schools on the Australian General Capabilities, with 718 teacher attendees for 2019 and ongoing support provided by Directorate staff in partnership with schools for curriculum design</li> <li>- Continued delivery of professional learning for teachers on Achievement Standards and Learning Progressions</li> <li>- Explicit alignment of Academic reporting to the Achievement Standards, with the new School Administration System (SAS) reporting module capturing student achievement against these</li> </ul>	
	> 'Ask us...Student Voice in the ACT' resource kit (2018).		<ul style="list-style-type: none"> <li>- The 'Ask Us' resource provided for all ACT schools</li> </ul>	
	> Academy of Future Skills southside (2018) and northside (2019).		<ul style="list-style-type: none"> <li>- Enhanced student pathways and access to STEM programs through development of the <i>Academy of Future Skills</i> to support teacher professional learning and engage students in strong pathways including in STEM industries for young women and skills of the future.</li> </ul>	
	> Scoping of University of Canberra Accelerated Program (2020).		<ul style="list-style-type: none"> <li>- The STEMEd Conference in April 2019, with three renowned keynote speakers and 125 and 115 delegates in attendance for each day respectively</li> <li>- Launch of the Girls in STEM Grants in 2020 to fund opportunities for young women to connect with STEM industries and programs of study.</li> <li>- Work commenced with the Board of Senior Secondary Studies (BSSS) to improve the accessibility and personalisation of VET and the university course program (H Course). Participating students can gain senior secondary and University credit simultaneously, to provide greater pathways to work and transition opportunities that contribute to the ATAR and access to early offers.</li> </ul>	
Covid-19 Context	<p>&gt; Collaborative planning for VET implementation plan delayed with a counterbalance of continued expansion of accessibility to VET offerings (noted above)</p> <p>&gt; Expansion of cultural integrity supports to ensure that Aboriginal and Torres Strait Islander students maintain connection during the shift to and from remote learning including:</p> <ul style="list-style-type: none"> <li>- Elder permission sought and readings made of three Ngunnawal traditional stories as school resources for Reconciliation Week 2020</li> <li>- Development of short, teacher resource clips with Adam Shipp and Ngunnawal man, Richie Allen with a further video planned on Canberra Region stories</li> </ul> <p>&gt; Student agency was enhanced for some students through:</p> <ul style="list-style-type: none"> <li>- increased personalisation and explicit feedback</li> <li>- Increased connection for students with anxiety</li> <li>- Increased levels of student engagement</li> <li>- Increased agency over when and where to engage in learning</li> <li>- Ability to view explicit lesson content flexibly and multiple times</li> <li>- Increased understanding of student's home environment that informed teacher's planning and collaboration with families</li> <li>- Increased student understanding of what was required and ability to reflect metacognitively on learning</li> <li>- Increased student understanding of their own learning styles</li> </ul>			
Foundation	<p><b>Empowering learning professionals</b></p> <p><b>Intent:</b> Developing a quality educational workforce where every employee, from induction to leadership, is focused on promoting a culture which places Students at the Centre, ensuring every student is an engaged and motivated learner, learning every day.</p>			
Supporting a Workforce for the Future	<p><b>Supporting a Workforce for the Future</b> provides opportunity to support staff throughout their career lifespan, to strengthen capability through a multifaceted and coherent approach centred around wellbeing, educational expertise and quality teaching. Through systematic, continual support, provision of quality workforce data, professional learning, and partnerships with leading educational organisations, we support the learning progress for every student, every day.</p>			
	Best Start in a Career of Learning	> Five schools signed up as Affiliated Schools for 2019, scaling up to 25 schools in five years.		<ul style="list-style-type: none"> <li>- Participation of 25 schools in the University of Canberra <i>Affiliated Schools</i> program with 10 schools in the full partnership with benefits that include: <ul style="list-style-type: none"> <li>• hosting pre-service teachers to participate in clinics and practical experience requirements associated with their degree</li> <li>• Masters of Education scholarships for in service teachers</li> <li>• Professional learning for in service teachers</li> <li>• Joint participation in research</li> <li>• School based coordinator</li> </ul> </li> <li>- Legislative change enabling the pre-service teacher register (PSTR) enacted August 2019, with 846 pre-service teachers registered as at 28 July 2020. Business system development continues to enable records of professional experience placements.</li> <li>- Accreditation of University of Canberra initial Teacher Education programs to implement high quality professional experience detailed in the <i>Professional Experience Framework</i> launched in 2018</li> </ul>
		> Thirty Master of Education scholarship recipients, coming from a combination of early childhood, primary, high school, college, Education Support Office and specialist settings (2020 and forward years).		
		> School-based pre-service teacher education clinics, run by UC, to enhance the professional experience component of initial teacher education (2019).		
		> Pool of suitably qualified/trained school leaders to act as mentors for teachers across all career stages (2020).		
		> Pre-Service Teacher Professional Experience register delivered (2020 and forward years).		
		> Co-ordinated professional experience placements, for pre-service teachers in their first to fourth years at UC, and postgraduate students undertaking their Masters (2020 and forward years).		
	Thriving in a Career of Learning	> Increase of 10 teachers certified at the Highly Accomplished or Lead Teacher (HALT) standard by 2020.		<ul style="list-style-type: none"> <li>- Evaluative trial commenced in 2019 for modular approach to HALT certification</li> <li>- Continued growth of HALT certification since 2015 from 34 to 74, with 100 additional applications since 2019 and eight new schools. 12 ACT teachers achieved HALT certification in 2019. Over a third of ACT schools (36%) have at least one HALT, some with up to 7</li> <li>- Phase two implementation of the <i>Empowered Learning Professional Leadership Plan</i>.</li> <li>- Planning commenced with the Teacher Quality Institute for drafting an MOU with provisions and suitable platforms for data sharing</li> <li>- Legislative amendments to allow data sharing with Australian Teacher Workforce Data (ATWD) enacted in August 2019</li> <li>- Negotiation of an MoU with the ATWD data linkage agency and the Australian Institute of Health and Welfare (AIHW) commenced October 2019</li> <li>- The 2019 ACT Teacher Workforce data file created and ready for upload to ATWD, via AIHW, in December 2019</li> </ul>
		> Launch of the Empowered Learning Professionals Leadership Plan (2019).		
		> Cascading sequence of professional learning strengthening the capability of school leaders to create the culture, structures, and conditions for everyone to understand their impact on student outcomes (2020 and forward years).		
> Whole-of-jurisdiction workforce strategy and accompanying Government system workforce plan (2020).				
Supporting Leaders in a Career of Learning	> Principal career and capability pipeline developed (2019).		<ul style="list-style-type: none"> <li>- Ongoing consultations with the ACT Principals Association, Principals Advisory Group and the Senior Executive Team focus groups on development of the Principal Preparation and the Principal Coaching and Mentoring model; Phase Three of the <i>Empowered Learning Professional Leadership</i> plan.</li> <li>- The 2019 Bastow Leadership Institute <i>Principal Health and Wellbeing: Mindsets for Effective Change</i> course, attended by 90 Principals</li> </ul>	
	> Through the Empowered Learning Professionals Leadership Plan, strengthened leadership wellbeing through Principal Health and Wellbeing: Mindsets for Effective Change course (2019 and forward years).			



		<ul style="list-style-type: none"> <li>&gt; Personal Efficacy Program (PEP) for principals as well as EAP Trauma support (2019 and forward years).</li> <li>&gt; Sponsorship of Cert IV for Learning Support Assistants within public schools (2019 and forward years).</li> <li>&gt; Scoping of Complex Case Management team to provide specialised support (specialist advice including paediatrics, psychology, behaviour, complex trauma support and legal liaison) (2020).</li> <li>&gt; Provision of legal support for students experiencing vulnerability in partnership with Legal Aid (2020)</li> </ul>		<ul style="list-style-type: none"> <li>- Refinement of the Complex Case Management model through the provision of targeted support for identified students</li> <li>- Scholarships for the <i>Certificate IV Education Support</i> qualification provided to 81 LSAs</li> </ul>
Covid-19 Context		<ul style="list-style-type: none"> <li>&gt; Quality teaching practice was enhanced through: <ul style="list-style-type: none"> <li>- Shift in teacher practice from learning activities posted to explicit learning goals, formative assessments and feedback mechanisms</li> <li>- Teachers critically reflected on feedback they were giving students</li> <li>- Stronger levels of collaboration between educators - addressing student needs, sharing resources and digital learning strategies</li> </ul> </li> </ul>		
Foundation		<p><b>Strong communities for learning</b> Intent: Forging focused, innovative, meaningful family and community partnerships with Students at the Centre, supporting their individual pathways, skill development and wellbeing.</p>		
Community Schools	<p><b>Community Schools</b> provide the opportunity to reimagine the relationships and collaborative partnerships that are needed to develop the whole student and to improve student outcomes from the earliest years.</p>			
	Forging Innovative Partnerships	<ul style="list-style-type: none"> <li>&gt; Feasibility mapping and policy design work for a community school (2020).</li> </ul>		<ul style="list-style-type: none"> <li>- Development of modern service agreements in partnership with ECEC providers for relationships between ECEC services and schools, transitions and shared knowledge of children</li> <li>- Establishment of a modern panel process for where ECEC providers can pre-qualify for the provision of centre-based services on Directorate owned sites</li> <li>- Establishment of 16 communities of practice between ECEC services and schools</li> <li>- Establishment of the <i>Placement Pathway Group</i> in partnership with Community Services Directorate and ACT Health, to determine the best placement at an ECEC service for priority three-year-old children</li> <li>- Expansion of capacity for <i>three-year-old initiative</i> in ECEC services and increased referrals to the <i>three-year-old initiative</i> via increased numbers of ECEC providers and warm referrals to the cross-agency <i>Placement Pathway Group</i></li> <li>- Delivery of the OSHC trial for preschoolers at four pilot sites in partnership with OSHC providers and schools</li> <li>- Delivery of ongoing modelling research for affiliated ECEC services in newschool ICW Omnibus Business Cases (Margaret Hendry, Evelyn Scott, Throsby, Whitlam) and the new Strathnairn school which includes a commitment to an ECEC on site</li> </ul>
		<ul style="list-style-type: none"> <li>&gt; The first stage of a coherent approach to early childhood, expressed as an integrated framework of education and care, schools and health and community services (2020).</li> </ul>		
		<ul style="list-style-type: none"> <li>&gt; Design specifications and options analysis in relation to integrated early learning in ACT Public Schools (2020).</li> </ul>		
		<ul style="list-style-type: none"> <li>&gt; Modernised partnership agreements in place between education environments and early childhood services (2020)</li> </ul>		
		<ul style="list-style-type: none"> <li>&gt; A pilot program to provide after-hours care (OSHC) for ACT Government preschool students (2020).</li> </ul>		
<ul style="list-style-type: none"> <li>&gt; Explore options for affiliated education and care service in new ACT public primary schools (2020 and forward years)</li> </ul>				
Covid-19 Context		<ul style="list-style-type: none"> <li>&gt; Inability to engage with schools delayed progression of feasibility mapping and policy design work for a community school. Initial research commenced and early implementation of community partnerships were however established through communities of practice.</li> <li>&gt; Partnerships with families were strengthened through: <ul style="list-style-type: none"> <li>- Communication with families focused on student learning</li> <li>- Families understanding the teacher role, acknowledging teacher skills, the complexity of teaching and their adaptive expertise</li> <li>- An uplift of community trust of educators as professionals and the family's role in their child's education</li> <li>- Families developing a better understanding of the curriculum, the school's values and beliefs</li> <li>- Families supporting students managing and articulating their learning in a deeper, more meaningful way</li> </ul> </li> </ul>		
Giving our Young People the Best Start	<p><b>Giving our Young People the Best Start</b> acknowledges that quality learning in the early years provides a strong foundation for lifelong learning, skill development, wellbeing and post schooling outcomes.</p>			
	Early Childhood Strategy	<ul style="list-style-type: none"> <li>&gt; Access to 15 hours per week, 600 hours per year, of free, universal quality early childhood education for three-year-old children, commencing with targeted access to families that would most benefit (2020 and forward years).</li> </ul>		<ul style="list-style-type: none"> <li>- Delivery of the Early Childhood Strategy and commencement of the <i>three-year-old initiative</i> to enable free ECEC access for children who need it most</li> <li>- Delivery of modelling and analysis of delivery options for universal access to free, quality early childhood education for three year-olds by expert external consultant</li> <li>- Delivery of expansion of Koori Preschool to 15 hours per week and for four year-olds</li> <li>- Commencement of up to 100 places for Aboriginal and Torres Strait Islander three year-olds at Koori Preschool</li> <li>- Development of a common early childhood evidence base that identifies three year-old children experiencing vulnerabilities or disadvantage (priority children), and warm referral pathways for children into the <i>three-year-old initiative</i>, in consultation with the Minister's Early Childhood Advisory Council and the Early Childhood Strategy Inter-Directorate Committee and advice from early childhood experts Professor Deb Brennan and Professor Edward Melhuish.</li> </ul>
		<ul style="list-style-type: none"> <li>&gt; Modelling and implementation planning associated with 3-year-old preschool (2020).</li> </ul>		
		<ul style="list-style-type: none"> <li>&gt; Expansion of the existing Koori Preschool program to 15 hours per week from 2020.</li> </ul>		
		<ul style="list-style-type: none"> <li>&gt; Phase One of a coherent approach to early childhood, expressed as an integrated framework of education and care, schools and health and community services (2020).</li> </ul>		
		<ul style="list-style-type: none"> <li>&gt; A common early childhood evidence base that identifies children experiencing vulnerabilities or disadvantage and a connected delivery model to better identify the children and families to target and to meet their needs (2020).</li> </ul>		
<ul style="list-style-type: none"> <li>&gt; Support for parents to be effective 'first teachers' and engage with children's learning in early childhood (2020).</li> </ul>				
Covid-19 Context		<ul style="list-style-type: none"> <li>&gt; The support for parents as first teachers initiative (Prep for Pre and the expansion of CCCares) was delayed due to COVID and will be progressed in 2021.</li> <li>&gt; Support for vulnerable children was enhanced through: <ul style="list-style-type: none"> <li>- Improved data sharing across services and agencies to target support for vulnerable children</li> </ul> </li> </ul>		
Focus the System on What Matters Most	Teachers as Researchers	<ul style="list-style-type: none"> <li>&gt; Professional learning for in-service teachers, delivered by UC academics (2019).</li> </ul>		<ul style="list-style-type: none"> <li>- Teacher participation in the Affiliated Schools program, where UC academics assist teachers to develop their research skills in the classroom through action-based research</li> <li>- An <i>Affiliated Schools</i> Conference and poster series for this research</li> <li>- Provision of 60 scholarships for teachers to obtain their <i>Masters of Education</i></li> <li>- Initial discussions held between TQI and the directorate to commence scoping the clearing house of excellent practice.</li> </ul>
		<ul style="list-style-type: none"> <li>&gt; A research framework to support school improvement initiatives (2020).</li> </ul>		
		<ul style="list-style-type: none"> <li>&gt; Scoping of requirements for TQI to become a clearing house of excellent practice (2020).</li> </ul>		
		<ul style="list-style-type: none"> <li>&gt; Scholarships for in-service teachers to undertake Masters-level study, co-funded by the Directorate and UC (2019).</li> </ul>		

		<p>&gt; A school-based coordinator, partially funded by the Education Directorate, to oversee the school's engagement with UC (2019).</p>		
	<p>Systems Modelling Learning</p>	<p>&gt; Revised Legislation 'Child Safety in Schools' Omnibus Bill passed by the ACT Legislative Assembly (2019).</p>		<ul style="list-style-type: none"> <li>- Development and implementation of streamlined tools for the integrated school planning cycle</li> </ul>
		<p>&gt; Ongoing review of Education Act (2004) in partnership with stakeholders (2019 and forward years).</p>		<ul style="list-style-type: none"> <li>- Establishment of revised performance indicators that reflect the centrality of equity, learning gain and student identification (belonging) with school as critical indicators of success.</li> </ul>
		<p>&gt; Future of Education Strategy evaluation framework (2019).</p>		<ul style="list-style-type: none"> <li>- The Future of Education evaluation framework was completed in Term 3 2020. The First Phase evaluation was endorsed to commence as the first step in this ongoing work planned to continue over the life of the strategy.</li> </ul>
		<p>&gt; Revised Education Directorate strategic performance indicators (2020).</p>		<ul style="list-style-type: none"> <li>- Completion of the first tranches of legislative reform on an Omnibus Bill on Child Safety passed by the ACT Legislative Assembly</li> </ul>
		<p>&gt; Streamlined School Improvement and planning tools for schools. Includes the School Data Summary, School Improvement Plan, Annual Action Plan and Annual Impact Report (2020).</p>		<ul style="list-style-type: none"> <li>- <i>Education Amendment Bill 2020</i> presented to the Legislative Assembly in July 2020</li> </ul>
		<p>&gt; Review of the right mix of school-led innovation, system support and accountability to ensure quality learning and wellbeing for every student (2020).</p>		
	<p>Future Schools for a Growing City</p>	<p>&gt; Permanent expansion of Franklin Early Childhood School to a P-6 school (2019).</p>		<ul style="list-style-type: none"> <li>- Major infrastructure and capital works projects completed in 2019 to modernise facilities and better meet the learning needs of communities included; 1 new school, 2 school site upgrades and 8 school site expansions including for phase 1 Franklin ECS Expansion and Gold Creek Primary School expansion (300 places)</li> </ul>
		<p>&gt; Expansion of Gold Creek High School (2020 and forward years).</p>		<ul style="list-style-type: none"> <li>- In total these accommodate over 725 additional places.</li> </ul>
		<p>&gt; Feasibility and design study for a further college facility (2020).</p>		<ul style="list-style-type: none"> <li>- Planning also commenced for 2020 for five school sites including modernisation upgrades for two, a site expansion and a design tender and a feasibility study for new schools</li> </ul>
		<p>&gt; Feasibility studies to inform future planning for enrolment growth, service needs of communities and learning needs of students (2019 and forward years).</p>		<ul style="list-style-type: none"> <li>- This includes feasibility and design studies with development of Functional Briefs for a High School (completed) and College facilities (currently in final phase of development) and a review of the Primary School functional brief.</li> </ul>
<p><b>Covid-19 Context</b></p>	<p>&gt; Systems responsiveness was enhanced as evidenced by:</p> <ul style="list-style-type: none"> <li>- School's with strong cultures, conditions and structures for collaboration prior to the disruption, moved more easily to online learning</li> </ul>			

## Background

The following voices have articulated where the strategy has been successful and highlighted areas to focus on throughout phase 2. The voices have been collected over the course of 2020, sourced from: -

- School Improvement *Evaluating Innovation in a Disrupted Education World* - a 2020 inquiry with 11 ACT schools and Emeritus Professor Helen Timperley (voices from the school leaders, teachers and students in the schools participating in the inquiry)
- *Improving Learning and Teaching in the Australian Capital Territory, Reflections and Recommendations* – Dr Mary Jean Gallagher November 2019 (based on pre-visit documentation review of observations and reflections on the reform work of the ACT, teleconference discussions with some senior staff and a three day visit in late September of 2019. Met for one day with two groupings of senior staff, provide reflections on improving teaching and learning on a series of four videos and attend and present a keynote address at four half day meetings of principals and school leadership teams. During the symposia days I met briefly and informally with individual and small groups of principals and school leadership staff. However, I did not visit schools or classrooms, nor did I meet with and gather thoughts from students, teachers (other than those attending the symposia) or parents. With this in mind, my review comments herein are reflections of thinking and evidence at the centre of the system, validated to some degree from school leaders’ points of view.
- *Minister’s Student Congress*- September 2020 – Remote Learning and Transition Back to the Classroom
- *Staff focus groups*- Part of the Directorate’s six-monthly Strategic Plan review in 2020 (voices of Education Support Office staff).

## Overview Future of Education Strategies

“This strategy represents a driving philosophy and culture across the directorate that places students at the centre of their learning. This needs to be the lens through which all decisions are made, it is not a tick a box list of actions” ESO Principal 2020

“During COVID, there has been a sharp focus on what to improve in schools from the student’s perspective” Principal 2020

“The experience of COVID has really ‘kick started’ our approach to personalised learning. We could see how the unplanned disruption of remote learning moved us forward, so we are now planning a disruption to bring about more improvements” Principal 2020

“The care taken to demonstrate this respect and engage with principals within a structure of thoughtful systems of support has paid dividends in that most principals are appreciative, supportive and engaged in the work required to improve their schools. Building understanding of the work, as well as trust and relationships, were clearly prioritized in the early work of developing strategic plans and this has resulted in a system that is, for the most part, ready to engage in their work going forward” Dr Mary Jean Gallagher 2019

**Case Study: Putting Students at the Centre at Muliyan** - the Muliyan program provides an example of the kinds of innovative partnerships that are making a difference for students that experience barriers that impact on their engagement with school and learning. The Directorate introduced a *Continuum of Education (CES) off-campus program* in all ACT high schools from 2018 and piloted its CES off-campus program (Muliyan) from Term 4 of 2018. The 12-month pilot commenced with ten students with complex, challenging needs and experiences preventing access to mainstream schooling: mental illness, physical illness, social issues, domestic violence issues and judicial

issues. They were disengaged from mainstream education with limited attendance, lateness and truancy. They had a likely trajectory of continued high-risk behaviours, recidivism and non-attendance or non-participation in school-based learning.

Through the pilot program these students engaged in a personalised, meaningful education which was inclusive, targeted, innovative and future-focused enabling them to thrive as global citizens. The totality of their experiences were acknowledged, addressed and supported by a multidisciplinary team; an executive teacher, school psychologist, social worker, youth worker and (one day per week) a school youth health nurse. The strength of the program and the innovative partnerships forged in support of students and their achievements were celebrated at the programs naming ceremony in September 2019 with strong attendance by students, families, Ngunnawal Elders, cultural advisers from the Aboriginal and Torres Strait Islander community and senior staff from government services and the Directorate.

**Outcomes:**

The Muliyan students previously disengaged from their learning were attending on site and individual programs outside the classroom setting and actively engaging in their learning. Significant improvements to the future life outcomes of this cohort were also observed, specifically:

- 50% of the cohort felt prepared to transition back into the college setting for 2020;
- 30% of the cohort are continuing to cement their learning outcomes to be prepared for future education or employment opportunities; and
- 20% of the cohort on outreach support are actively accessing wellbeing supports and social work intervention.

**Case Study: Safe and Inclusive Learning Environments with Positive Behaviours for Learning (PBL)**- Research on the ACT's implementation of PBL conducted by the Australian National University indicates that *School wide positive behavioural Intervention and supports* such as PBL create the kinds of schools where all students can be successful. By implication, these programs demonstrate a reduction in the constraints that impact on individual outcomes e.g. mental health.

**Outcomes:**

Overall, after control of important school variables were applied, results suggest that students in PBL schools had better overall outcomes than students in non-PBL schools (control group). There were improvements in:

- emotional engagement, perceived levels of safety and support and school climate/identification
- mental health outcomes; with lower depression and greater positive affect.

The study concludes that PBL can improve student outcomes and is more effective when implemented with high fidelity and is focused directly on school climate

**Students at the Centre – Intent:** - Individual students are involved as decision makers in their learning environment and how they learn, they are engaged, challenged and extended, meeting their learning needs, levels of readiness, developing interests, aspirations and motivation, they are supported to tread their own path. The individual learning and wellbeing needs of students are considered as the first priority in our decision making.

**Reflections from Phase 1:** - When motivated students are presented with a broad range of opportunities they are able to learn from. We need to place all students at the centre of the learning, consider their individual pathway, wellbeing and learning needs first and bring curriculum into that mix as appropriate. We need to develop personalised, systematic structures to ensure every student has learning experiences that supports their individual pathway and transitions.

“This initial engagement in vocational education while at school would launch my engagement with mainstream education, and my future career. Since I started my ASbA in 2019 I have gone from a young person who could barely turn up to school to straight A student in year 12, a university entrant and a finalist for the ACT ASbA of the year award. My achievements are something I take great pride in, as only a couple of years ago I thought I would never finish year 12” Student 2020

“The number of students living in challenging circumstances and experiencing barriers to success in school is lower than many other jurisdictions in Australia and these students are more widely distributed across schools than may be the case in other areas. This poses the risk that schools may overlook the needs of this group or maybe unsure how of how to address these needs, some analyses of the learning outcomes of vulnerable students in the ACT suggest that while the ACT schools lead the country in several indicators of overall performance, vulnerable students may in fact be better served in other states.” Dr MaryJean Gallagher

**Reflections from Phase 1:** - Schools, School Leaders and Teachers are focused on the summative measures by which their success as educators is determined. As a result, individual student wellbeing and Twenty First Century Learning Assets are only fitted in to the learning as a ‘bonus’ rather than a core foundation on which leaning is built. The other consequence of this approach is that students are taken through a set curriculum pathway rather than their own personalised learning pathway. We need to define, explicitly teach, map, feedback and report on ‘Assets for Life’ and individual wellbeing. We need to understand where each student is at and prioritise their next most important step in learning to develop their skills to be a motivated, independent and successful learner. Engagement in goal setting and timely formative assessment with constructive feedback is essential to supporting student individual progress and continual improvement. As part of this approach students will not only have input into what they learn, they will have input into when, where and how they learn, resulting in autonomous, independent, successful, self-motivated learners.

“Our framework embodies the ‘Assets for life’ by Kath Murdoch. ‘When we consciously engage young people in inquiring into how they learn we are developing skills and dispositions that act as important assets to them as learners – across the curriculum, in school and beyond’ (Murdoch K. 2015). The assets describe the broad skillset (or tool kit) required of the inquirer; thinking, collaborating, self-managing, researching and communicating” Principal 2020

“We are told that wellbeing and the assets for life are important but the required reporting system doesn’t value this and forces reporting on curriculum outcomes only. Wellbeing and assets for life end up being bonus learning at best” School Leader 2020

“Teacher feedback to students was seen to be highly effective during the learning from home period and the leadership team wanted to investigate/evaluate this and continue a strengthened approach to providing feedback in terms 3, 4 and beyond. We have gone into this very deeply and have teacher and student shared understandings about feedback and it is everyone’s focus” Principal 2020

“Significant progress has been made in regards to upgrades to school infrastructure and building 21st century learning environments.” ESO 2020

“The learning from home period exposed many students who did not have the 21st C skills they needed to undertake deep learning more independently.... as our teachers were not teaching these. (we took a) Professional Learning focus on upskilling teachers and leaders to develop students as twenty-first century learners who engage in deep learning” Principal 2020

“Students used their adjusted timetable to stay motivated (i.e. exercised every morning or slept in and started working later in the day or adjusted their timetable each day depending on their energy level or amount of work)” Student 2020

“I really worked better with a later start that was really beneficial. I now wake up naturally that is so beneficial to me, I don’t need an alarm. I am not feeling exhausted throughout the school day. That would be really beneficial for a lot of students” Student 2020

“I would do work when I felt like doing it – sometimes it meant doing work in the morning, other days I would do it in evening. Every day I would try to get outside. It was a nice part of working from home” Student 2020

“I felt it was good to have break and go outside and then get back on to work, if you are looking at screens constantly it can make you tired” Student 2020

“Mondays and Tuesday our teachers would give us a lot of work and give us the week to work on it, with most of it due on Friday and that aspect was enjoyable, being able to work on something whenever you wanted to” Student 2020

“Sometimes I accidentally slept in until 9:30. The teachers would run us through what we were going to do that day. Sometimes I would get that work done” Student 2020

“...it is clear that some schools have not only been able to stay the course but have used the disruption caused by Covid to delve deeply into new ways to engage their students. They have been rigorous in collecting evidence about what has been going on for their learners to ensure their innovations are making a difference” Professor Helen Timperley 2020

“We had student focus groups unpack the student survey as we thought that was a great way to get an understanding of where their thinking was at. It was really great to watch our captains lead the process by each year level and their findings are really interesting. The kids are presenting back to staff on Monday at our staff meeting” and we did vice versa staff presenting to students” Principal 2020

**Reflections from Phase 1:** - Particularly through the COVID working from home period school staff focused on building relationships with students and families that placed students and their wellbeing at the centre of their learning experiences. It also highlighted the necessary role that school activities beyond the curriculum, play in the wellbeing of students. We need to strengthen and broaden this approach, with structures and monitoring systems to strengthen wellbeing for all.

“More teachers are analysing student data through the tracker (the tool they started during remote period to monitor student engagement and wellbeing and refined and continue to use) and making necessary changes to their pedagogy or their support of student well-being. There is more collaboration and deeper team conversations using data as evidence to scaffold the discussions” Principal 2020

“LSA support – Through COVID and the remote learning experience LSA’s were re-tasked as needed resulting in upskilling, widened engagement in the school, and their role working much more closely with students and families” Principal 2020

“Students developed their empathy a bit more – they realised that teachers were in the same situation as us. It allowed them to develop those values” Student 2020

“One of the good things that this has taught us is that we have been through this- surely it can’t get any worse! - and we know that we can handle situations like this again. .... We’re all in this together, we’re never going to see anything like this again, and so it just makes us stronger as a community which is something positive that I think we can take out of this” Student 2020

“Supporting the learning and wellbeing needs of students has remained a key priority.” ESO 2020

**Empowered Learning Professionals – Intent:** - Developing a quality educational workforce where every employee, from induction to leadership, is focused on promoting a culture which places Students at the Centre, ensuring every student is an engaged and motivated learner, learning every day.

**Reflections from Phase 1:** - The greatest impact on individual student learning is achieved when professional learning and coaching is focused on the needs of the students and when success is measured in terms of the student’s learning in a research-based model.

“We have a well-established, comprehensive, dynamic and responsive coaching model based on the needs of students, teachers and coaches. It is based on the culture that everybody deserves to be coached (as per elite athletes). Our coaching model is grounded in the GROWTH coaching approach, and Inquiry philosophy, it uses data (know your teaching impact), solo taxonomy and teacher metacognition. Success is measured by student learning – a research-based model. As a result of our coaching culture we have had a positive impact on teacher pedagogy and, most importantly, student outcomes” Deputy Principal 2020

“Our framework embodies the ‘Assets for life’ by Kath Murdoch. ‘When we consciously engage young people in inquiring into how they learn we are developing skills and dispositions that act as important assets to them as learners – across the curriculum, in school and beyond’ (Murdoch K. 2015). The assets describe the broad skillset (or tool kit) required of the inquirer; thinking, collaborating, self-managing, researching and communicating” Principal 2020

“I can see strong ‘teachers as researchers’. There is fertile ground now to springboard into another part of teacher practice. Great learning from all members of the team in how to lead an effective inquiry into what’s going on with student learning and how teacher practice is impacting on the learning. Very exciting.” Principal 2020

“The COVID–19 pandemic has provided the opportunity to rethink the way we deliver learning to our staff.” ESO 2020

“We need to ensure we consider future skill requirements when focusing recruitment, learning and development efforts.” ESO 2020

“We need to ensure that we bridge the gap and build understanding between ESO and schools in terms of data and how this can be used to inform decision making in schools.” ESO 2020

“There is a range of data being collected and used effectively for decision making across ESO and in schools.” ESO 2020

“We have continued to assist school leaders to develop, reflect and improve on practice through targeted support and mentoring.” ESO 2020

**Strong Communities for Learning: - Intent-** Forging focused, innovative, meaningful family and community partnerships with Students at the Centre, supporting their individual pathways, skill development and wellbeing.

**Reflections from Phase 1:** - Student learning experiences are greatly enhanced when school partnerships are forged that have a deliberate focus on the student’s pathway

“This initial engagement in vocational education while at school would launch my engagement with mainstream education, and my future career. Since I started my ASbA in 2019 I have gone from a young person who could barely turn up to school to straight A student in year 12, a university entrant and a finalist for the ACT ASbA of the year award. My achievements are something I take great pride in, as only a couple of years ago I thought I would never finish year 12” Student 2020

“We have a solid partnership with Anglicare, who provide education and care on our site for 0 to 5-year olds. The goal of our partnership is to ensure continuity of learning between the provider and our school, therefore placing students at the centre of the partnership. We also have a school Community Coordinator who facilitates partnerships between the school and community services such as the West Belconnen Child and Family Centre. The Community Coordinator currently coordinates with ACT Playgrounds to provide our community with a connection to the school before their child enrolls. The Community Coordinator also runs Parenting Programs that are tailored to the needs of our families. These partnerships and connections allow for timely referrals to any early intervention service when necessary” Principal 2020

“Collaborative relationships and partnerships have strengthened.” ESO 2020

**Systems Supporting Learning: - Intent-** Strengthening alignment of our system with our culture of learning that places Students at the Centre, with a focus on organisational structures, research, reflection cycles, data informed practices, IT, legislation, resources and school infrastructure.

**Reflections from Phase 1:** - During the working from home period, we have demonstrated how well technology supports students’ learning and wellbeing and provides student agency over what, when and where they learn.

“I’m excited that I’m teaching in year 6 next year, because the two teachers I will be team teaching with moved to blended learning during COVID19 and have continued this approach.” Teacher 2020

“Prior to remote learning students in the LSC did not use Chromebooks. They distributed Chromebooks to all year 6 and LSC students for the remote period. While mainstream students could use them, they needed to quickly teach the LSC students how to use them. Teachers saw the LSC students engaging more, demonstrating



greater independence and effective use of technology to support their learning. Very surprised how some of the children engaged online and completed tasks - they had not demonstrated engagement and completion of tasks to the same extent prior to remote. They could see they couldn't go back...too important for these children. Thus, they want to ensure successful ongoing implementation. Accepting the invitation to join the Inquiry was a way for them to be supported with this big shift in pedagogical approach and to learn as leaders and teachers how to successfully lead improvement, innovation and change" School Leader 2020

"Using Google Classroom, daily check-ins using Google Meet and e-mail was helpful to stay connected" Student 2020

"If I was to do online learning again, I would make sure that I had online platforms to talk to my friends. I had them by the end of online learning, but I was feeling quite isolated at the beginning of online learning and not being able to talk to anyone" Student 2020

**Reflections from Phase 1:** - The system is well aligned to make change – the next focus is to ensure we are providing an excellent educational experience (Assets for Life, Curriculum Learning and Wellbeing) for disadvantaged, at risk and minority group students

"The ACT has been strategic in their work, including deliberate in the selection of visiting resources and supports, ensuring that any external expertise augments and refines the work underway. In this way they have worked to maintain the focus of their efforts and have attempted to reduce distractions across the system. They have been successful in this in large part, with the possible exception of some challenges in the implementation of their inclusion agenda which required more capacity development if the system was to meet the needs of all of their students." Dr Mary Jean Gallagher 2019

"We had student focus groups unpack the student survey as we thought that was a great way to get an understanding of where their thinking was at. It was really great to watch our captains lead the process by each year level and their findings are really interesting. The kids are presenting back to staff on Monday at our staff meeting and we did vice versa staff presenting to students." Principal 2020

**Reflections from Phase 1:** - Continue to focus the priorities of all Directorate branches to ensure alignment to FoE and efficiency of collaboration, work and communication

"Continued need to ensure the work of different line areas is connected in order to avoid double up of efforts." ESO 2020

"Complexities around planning and enrolments continue to exist." ESO 2020

"We have continued to enhance communication and collaboration across the Directorate." ESO 2020

"We have demonstrated agility in our approach to supporting schools throughout the challenges of the bushfire season and the COVID-19 pandemic." ESO 2020

Foundation Focus Priorities Data

Students at the centre

Inclusion Student Agency

- 1. Strengthening inclusive education
- 2. Giving students more of a say

Table 1 - Student perspective- strength of school relationships and level of identification with their school– 2018 – 2020

Domains from Student Survey – climate component <sup>1</sup>	2018 (m) <sup>3</sup>	Percentage (%) <sup>4</sup>	2019 (m)	2019 (%)	2020 (m)	2020(%)
Student Relations domain (n= 14847,19484,19669)	3.3	44.7	3.3	46.3	3.3	46.0
Staff Student Relations domain (n=14848,19512,19642)	3.8	64.8	3.8	66.7	3.8	67.0
School Identification <sup>2</sup> (n=14875,19563,19963)	3.6	58.4	3.7	60.3	3.7	64.0

Table 2 - Student Perspective of feelings of safety and engagement – 2018 - 2020

Domains from Student Survey – climate component	2018 (m)	Percentage (%)	2019 (m)	2019 (%)	2020(m)	2020(%)
Perceived Support and Safety (n=14870,19550,19591)	3.6	59.1	3.6	60.1	3.6	59.0
Behavioural Engagement	4.1	77.1	4.1	78.1	4.0	76.0
Emotional Engagement	3.5	53.2	3.5	55.1	3.5	52.0

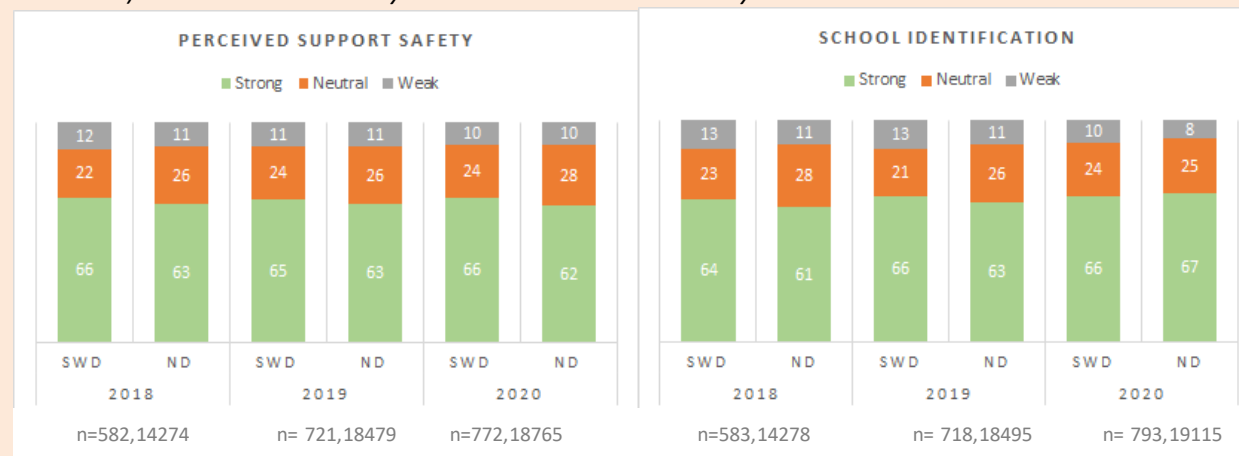
Table 3 - a) Aboriginal and Torres Strait Islander and Non-Aboriginal and Torres Strait Islander 2018 - 2020<sup>5</sup>



Table 3 - b) LBOTE and NON-LBOTE



Table 3 - c) Students with Disability and Students<sup>6</sup> with no Disability



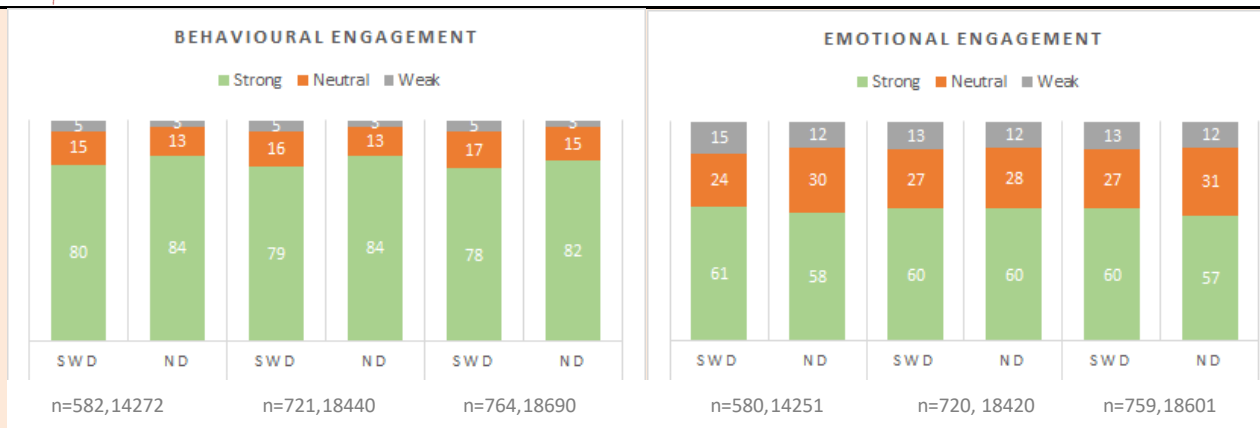


Table 4 - Student perception of Teachers supports – 2018-2020

Student Survey-Climate Component	2018		2019		2020	
	(m)	(%)	(m)	(%)	(m)	(%)
Academic Emphasis (n=14880,19549,19795)	3.9	71.7	4.0	73.0	3.9	73.0
Staff Student Relations (n=14848, 19512,19642)	3.8	64.8	3.8	67.0	3.8	67.0

Table 5 - Students self-reported levels of engagement years 6-12,2018-2020

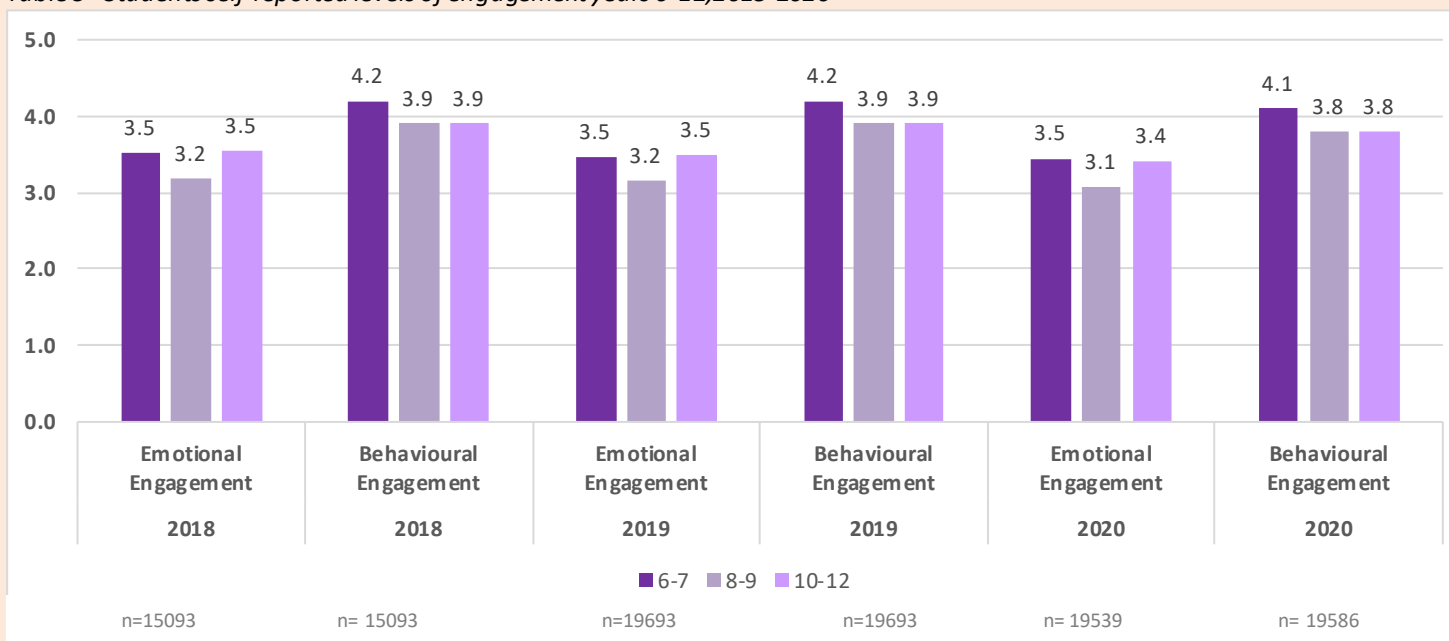


Table 6 – Student Wellbeing data, 2018-2020

Well-being Primary Students							
		2018		2019		2020	
		m	%	m	%	m	%
Happiness	(n=5294, 8790, 8924)	3.1	30	3.1	29	3	29
Life Satisfaction	(n=5294, 8790, 8923)	3.9	69	3.9	66	3.7	61
Well-being Secondary Students							
		2018		2019		2020	
		m	%	m	%	m	%
Positive Affect	(n=9436, 10382, 10397)	3.6	27	3.6	24	3.5	22
Anxiety	(n=9384, 10318, 10240)	2.1	24	2.1	24	2.1	26
Resilience	(n=10173, 9901)	N/A	N/A	3.2	33	3.2	31
Happiness	(n=9749, 10903, 10600)	2.9	24	2.9	29	3	27
Life Satisfaction	(n=8947, 10138, 9976)	3.6	24	3.6	30	3.6	27

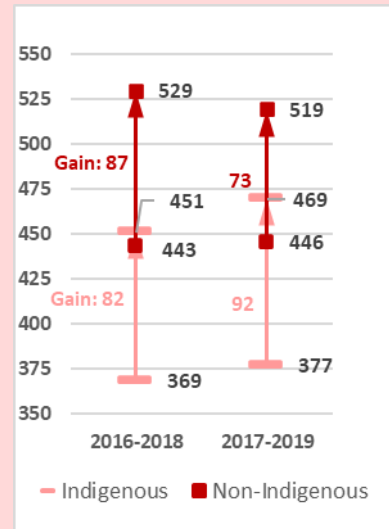
Foundation	Focus	Priorities	Data																																																	
Empowering learning prof	Early Career teachers A career of Learning School Leaders	3. Supporting a workforce for the future	<p>Table 7 - Staff perceptions of support including Professional Development, 2018-2020</p> <table border="1"> <thead> <tr> <th>Staff Survey – ACT Satisfaction</th> <th>2018 (m)</th> <th>2019 (m)</th> <th>2020 (m)</th> <th>2018 (%)</th> <th>2019 (%)</th> <th>2020 (%)</th> </tr> </thead> <tbody> <tr> <td>My professional achievements are celebrated at this school (n=3647,3685,4093)</td> <td>4.3</td> <td>4.3</td> <td>4.3</td> <td>66.5</td> <td>68</td> <td>57.2</td> </tr> <tr> <th colspan="7">Domains from Staff Survey – Climate component</th> </tr> <tr> <td>Professional Development (n=3646, 3594, 4180)</td> <td>4.1</td> <td>4.1</td> <td>4.0</td> <td>79.0</td> <td>78.0</td> <td>76.0</td> </tr> <tr> <td>Staff Relationships (n=3646,3594,4205)</td> <td>4.0</td> <td>4.0</td> <td>3.9</td> <td>76.0</td> <td>77.0</td> <td>75.0</td> </tr> </tbody> </table> <p>Table 8 - Domain from Staff Survey – Climate component - 2018-2020</p> <table border="1"> <thead> <tr> <th></th> <th>2018(m)</th> <th>2019 (m)</th> <th>2020 (m)</th> <th>2018(%)</th> <th>2019(%)</th> <th>2020 (%)</th> </tr> </thead> <tbody> <tr> <td>Leadership (n=3646,3594,4205)</td> <td>4.0</td> <td>4.1</td> <td>4.0</td> <td>76</td> <td>77</td> <td>75</td> </tr> </tbody> </table>	Staff Survey – ACT Satisfaction	2018 (m)	2019 (m)	2020 (m)	2018 (%)	2019 (%)	2020 (%)	My professional achievements are celebrated at this school (n=3647,3685,4093)	4.3	4.3	4.3	66.5	68	57.2	Domains from Staff Survey – Climate component							Professional Development (n=3646, 3594, 4180)	4.1	4.1	4.0	79.0	78.0	76.0	Staff Relationships (n=3646,3594,4205)	4.0	4.0	3.9	76.0	77.0	75.0		2018(m)	2019 (m)	2020 (m)	2018(%)	2019(%)	2020 (%)	Leadership (n=3646,3594,4205)	4.0	4.1	4.0	76	77	75
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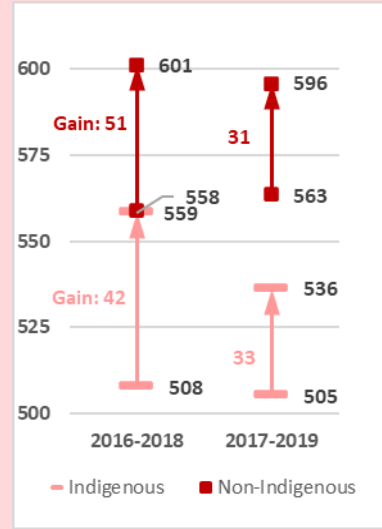
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Systems supporting learning	Commissioning research schools Performance and Accountability Future Schools	6. Focus the system on what matters the most	<p><i>Table 11 - The Equity gap between the most advantaged and less advantaged<sup>9</sup> students in reading and numeracy – 2018 - 2020</i></p> <table border="1"> <thead> <tr> <th>Equity Gap</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading *this measure is the average difference in scores between advantaged and less advantaged students.</td> <td>57<sup>+</sup></td> <td>52</td> <td>NA</td> </tr> <tr> <td>Numeracy</td> <td>45</td> <td>44</td> <td>NA</td> </tr> </tbody> </table> <p><i>Table 12 - Learning Progress (Gain) in reading and numeracy – 2016-18, 2017-19, 2018-2020<sup>10</sup></i></p> <table border="1"> <thead> <tr> <th rowspan="2">Progress</th> <th colspan="2">2018</th> <th colspan="2">2019</th> <th colspan="2">2020</th> </tr> <tr> <th>Years 3-5</th> <th>Years 7-9</th> <th>Years 3-5</th> <th>Years 7-9</th> <th>Years 3-5</th> <th>Years 7-9</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>82</td> <td>41</td> <td>74</td> <td>29</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Numeracy</td> <td>85</td> <td>44</td> <td>79</td> <td>33</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Equity Gap	2018	2019	2020	Reading *this measure is the average difference in scores between advantaged and less advantaged students.	57 <sup>+</sup>	52	NA	Numeracy	45	44	NA	Progress	2018		2019		2020		Years 3-5	Years 7-9	Years 3-5	Years 7-9	Years 3-5	Years 7-9	Reading	82	41	74	29	NA	NA	Numeracy	85	44	79	33	NA	NA
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Numeracy	85	44	79	33	NA	NA																																				

Table 13 a)-d) Gain Reading and Numeracy Achievement by Aboriginal and Torres Strait Islander student status, 2016-18, 2017-19

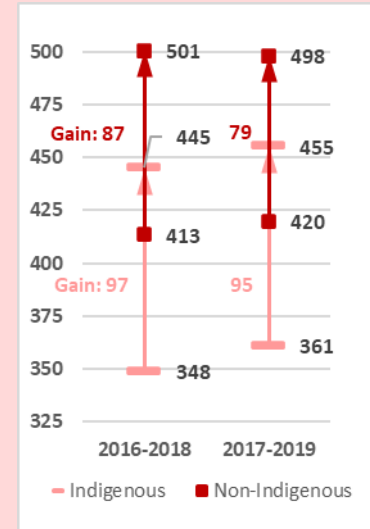
a) Year 3-5 Reading



b) Year 7-9 Reading



c) Year 3-5 Numeracy



d) Year 7-9 Numeracy

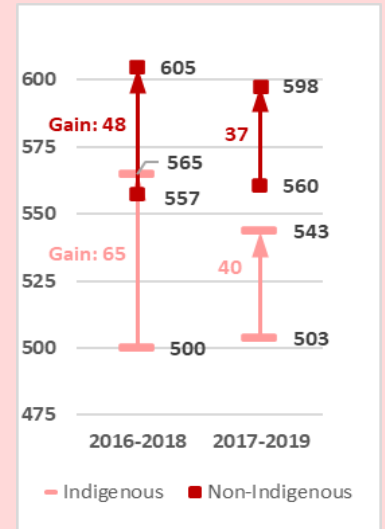
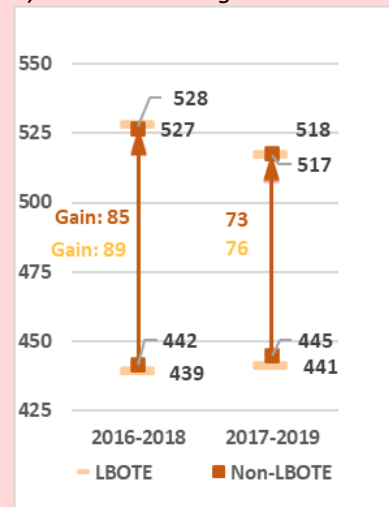
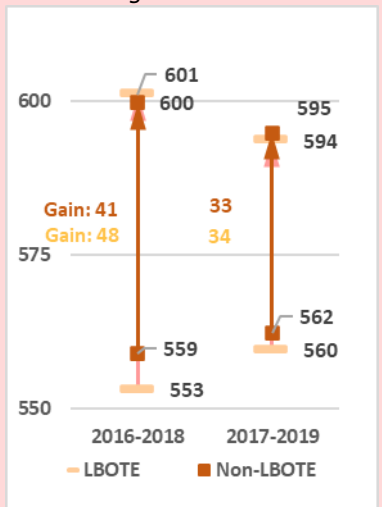


Table 14 - a)-d) Gain in Reading and Numeracy Achievement by LBOTE status 2016-18, 2017-19

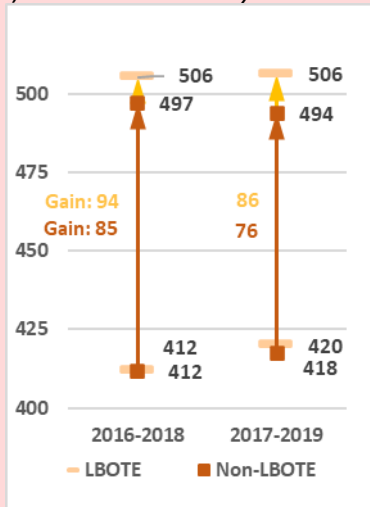
a) Year 3-5 Reading



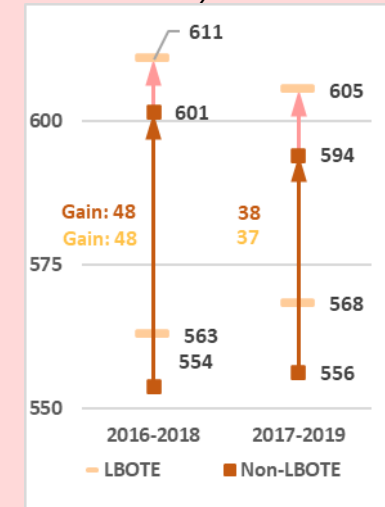
b) Year 7-9 Reading



c) Year 3-5 Numeracy

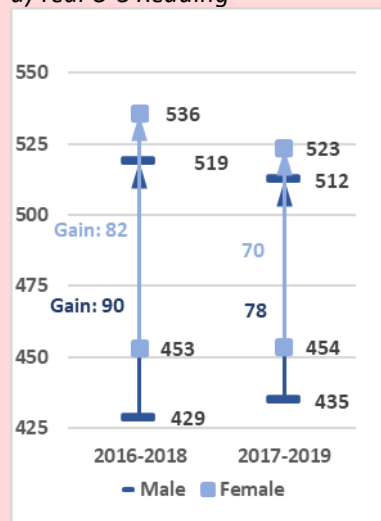


d) Year 7-9 Numeracy

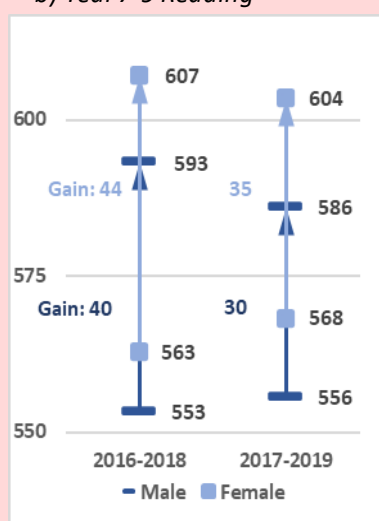


Tables 15 - a)-d) Gain in Reading and Numeracy Achievement by Gender<sup>12</sup>, 2016-18, 2017-19

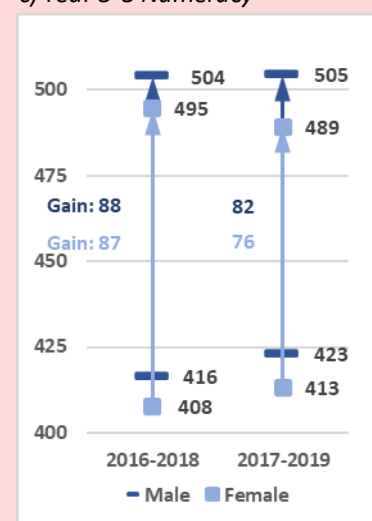
a) Year 3-5 Reading



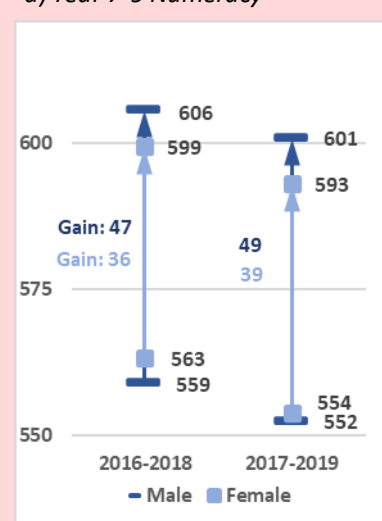
b) Year 7-9 Reading



c) Year 3-5 Numeracy



d) Year 7-9 Numeracy



**Explanatory Notes**

1. Climate Survey Components – Technical Notes

Measures from the student component of the school satisfaction survey on teacher student relationship and student identification with their school give a sense of whether students feel they are included and belong in their school.

*Description of Student Climate Domains:*

- **School Identification:** Students who identify with their school are more likely to engage in learning and to behave in line with school norms and values. Concepts measured by school identification are whether a student is happy to be a part of their school; whether they feel a strong connection with the school; whether they feel they belong; as well as whether they care about the school.
- **Academic Emphasis:** The Academic Emphasis domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and belief by teachers that every student can be a success.
- **Student Relations:** The Student Relations domain reflects the extent to which students care about and are friendly to each other. It includes the willingness of students to show understanding, to go out of their way to help each other and to accept each other's differences.



- *Staff Student Relations*: The Staff Student Relations domain on the student dashboard relates to student perceptions of staff care and friendliness towards students, how staff treat students with respect and go out of their way to help students, how staff involve them in decisions and planning, taking their concerns seriously and showing them understanding.
- *Behavioural Engagement*: The Behavioural Engagement domain describes how intensely a student tries their best, both in completing work and undertaking work to the best of their ability. It also includes student self-reported levels of hard work, active participation and how effort. It includes their perceptions that they can be a good student.
- *Emotional Engagement*: The Emotional Engagement domain includes concepts such as students enjoying the work they do in class and feeling excited about their work. It also addresses levels of student interest in what they are learning and their perceptions of how much fun learning in class is.
- *Perceived Support & Safety*: Concepts measured by the Perceived Support and Safety domain include the extent to which students feel close to others at their school, how safe they feel, and whether the school is a nice place to be. It includes believing that teachers care about students and that students can talk to teachers about problems at school.
- *Family Support*: Family Support was collected for the first time in 2019. The student's home environment is an important part of creating engagement with learning. The Family Support domain measures the level of support for their education that a child receives from an adult who lives in their home.
- *Community Support*: Community Support was collected for the first time in 2019. The Community Support domain measures the level of support for their education that a child receives from an adult from their community who does not live in their home.
- *Student Wellbeing Secondary*: Student wellbeing is both an important factor and an important predictor of student growth and learning. The Wellbeing measures included here are in no way diagnostic; they represent a student's sense of wellbeing at a snapshot in time. Note that the scales of each measure differ.
  - Positive Affect -The propensity to experience positive emotions and interact with others and with life's challenges in a positive way.
  - Anxiety -The Anxiety domain assesses situational anxiety and subjective experience of anxious affect.
  - Resilience -Resilience is generally thought of as a "positive adaptation" after a stressful or adverse situation.
  - Happiness -Students were asked: "Taking all things together, how happy are you?"
  - Life Satisfaction -Students were asked: "All things considered, how satisfied are you with your life as a whole these days?"

#### *Description of Staff Climate Domains:*

- *School Identification*: Staff who identify with their school are more likely to appropriate school norms and values. Concepts measured by school identification are whether a staff member feels a strong connection with the school, whether they feel they belong, as well as whether they care about the school.
- *Staff Student Relations*: Strong relationships are vital to learning, co-operation and teacher influence. The Staff Student Relations domain measures the degree to which staff perceive that relationships between staff and students are supportive, respectful and fair.
- *Professional Development*: The Professional Development domain includes concepts such as staff getting quality feedback on their performance and being recognised for good work, participation by staff in professional development programs, and the frequent discussing and sharing of teaching methods and strategies with each other. Also included is the extent of mentoring and coaching, or peer observation, and other programs to develop teaching knowledge and skills.

- **Staff Relationships:** The Staff Relations domain explores the extent to which staff value and respect each other, have a consensual approach to managing issues in the school. It also includes staff perceptions of the fairness of decision making in the school.
- **Leadership:** Concepts surveyed in the Leadership domain include whether the leadership embodies what the school stands for and whether it is representative of the school members. Staff are asked whether the leadership exemplify what it means to be a member of the school, promote and act as a champion for the school and create a sense of cohesion and structure.

*Description of Parent/Carer Climate Domains:*

- **School Identification:** Parents and carers who identify with the school are more likely to support school norms and values. Concepts measured by school identification are whether a parent or carer feels a strong connection with the school, whether they feel they belong, as well as whether they care about the school.
  - **Parent Involvement at Home:** In the Parent Involvement at Home domain parents and carers are asked to rate how often they help with homework and support the school by speaking to their children about school rules and respect for other students. Parents and carers are asked to indicate their trust in the staff of the school to make good decisions for their children.
  - **Parent Involvement at School:** In the Parent Involvement at School domain parents and carers are asked to rate how often they volunteer at the school, attend parent teacher interviews and other school events, and communicate with their child's teachers.
  - **Relations:** The Relations domain reflects the extent to which parents and carers perceive relationships at the school to be characterised by respect, cooperation and collaboration.
2. The measure of Student School Identity (or sense of belonging) serves as an indicator of progress against non-academic outcomes from school and as a lead indicator for future changes in educational outcomes, on the basis of a model developed for the ATC by the ANU. It can be paraphrased as – an improvement in overall school climate increases student identification (belonging) with their school which in turn strengthens school outcomes, both academic and wellbeing, for both staff and students. This model has been shown through longitudinal analysis of outcomes in ACT schools by the ANU to have a statistically significant impact on student outcomes, including educational outcomes. Students who have better mental health, suffer less bullying and are more strongly engaged in their learning will achieve better educational outcomes. This model is represented below from work done for the ACT by the ANU.



- ANU Diagram - From ANU Analysis - 3-Year longitudinal models determining key predictors of student and staff outcomes across time: The role of school climate and school identification; Diana Cárdenas, Kathleen Klink, & Kate Reynolds for the ACT Education Directorate (unpublished).

3. The mean is calculated on a five point scale with a mean (m) near 1 is a poor result and a mean near 5 is an excellent – very strong result.
4. % represents scores of “Agree” and “Strongly Agree”
5. *Data integrity - Aboriginal and Torres Strait Islander Peoples*

Statistics on Indigenous peoples are subject to a range of data quality issues. One of the issues arises from the relatively small size of the Indigenous population in comparison with the total population. However, caution needs to be exercised when comparing results over time for Indigenous students. For example based on 2019 February census, Aboriginal and Torres Strait Islander students represented 3.9 percent of total enrolments across year level 4 to 12. Of the total population of non-indigenous students, 69% of non-indigenous students completed the survey and only 49% of total indigenous population completed the SSSS survey in 2020. The very small number of Indigenous students in each year level means that the non-participation of one indigenous student can change the percentage results significantly. Low response rates (see Table 1 below) for the survey may, as a result, impact on the reliability of data reported.

Table 1. Response Rates by Student Group

Survey Response Rate (%) 2018-2020			
	2018	2019	2020
All Students	63%	72%	69%
Aboriginal and Torres Strait Islander	38%	51%	49%
LBOTE	68%	55%	70%
SWD	43%	44%	44%

6. Student with a Disability include all students with a Disability at all schools who participated in the survey including those at specialist schools.
7. 2019 measures are provided for this component due to a change in the metrics collected and resulting lack of 2018-19 year comparability.
8. For Equity gain in NAPLAN those most disadvantaged (DA) comprises groups of students based on parental education where the highest level of parental education is less than university degree and the most advantaged group of students, those whose parents have a university qualification or above.
9. Students generally experience a higher gain in their early years of schooling as they develop a foundation and understanding of new concepts in numeracy and literacy. This is reflected in the national NAPLAN scale which reflects double the gain between year 3 and 5 students compared with gain between year 7 and 9 students. In addition, students with lower NAPLAN scores in years 3 and 5 tend to achieve (and need) greater gains over time than their counterparts who start their education with a higher NAPLAN score.