

# Delivering for impact: Our commitment to Australian Education

2022–23 Impact Report



Education  
Services  
Australia



ESA acknowledges the Eastern Kulin Nation, Traditional Custodians of the land on which our head office stands, and pays our respects to Elders past and present. We recognise the Traditional Custodians of Country across Australia and their continuing connection and contribution to lands, waters, communities and learning.

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## Our mission

Education Services Australia (ESA) has a mission to combine education and technology expertise to create and deliver national solutions that further education reform in Australia and contribute to improved student outcomes, enhanced teacher impact and stronger school communities.



## Our vision

Our strategic vision is to improve student outcomes and enhance performance across all education sectors.



## Our values

- User-focused
- Collaborative
- Innovative
- Responsible
- Efficient and sustainable
- High-quality



# Our operating principles



1

## Innovation and quality

ESA should deliver high-quality and innovative products and services to meet the requirements of the education sector in implementing the broader reform agenda.



2

## Engagement

ESA should engage closely with all jurisdictions, systems, the bodies that comprise the national education architecture, and where appropriate, individual providers, in the education sector to determine the sector's requirements as consumers and to ensure that ESA products and services are aligned with these requirements and do not replicate existing service delivery offered by jurisdictions.



3

## Leveraging existing capital

Wherever possible, ESA should work to leverage existing investment in resources, tools and infrastructure that is either owned nationally or by states or territories, and existing knowledge, expertise and capacity in jurisdictions and the non-government education sector, where practical and mutually beneficial.



4

## Efficiency

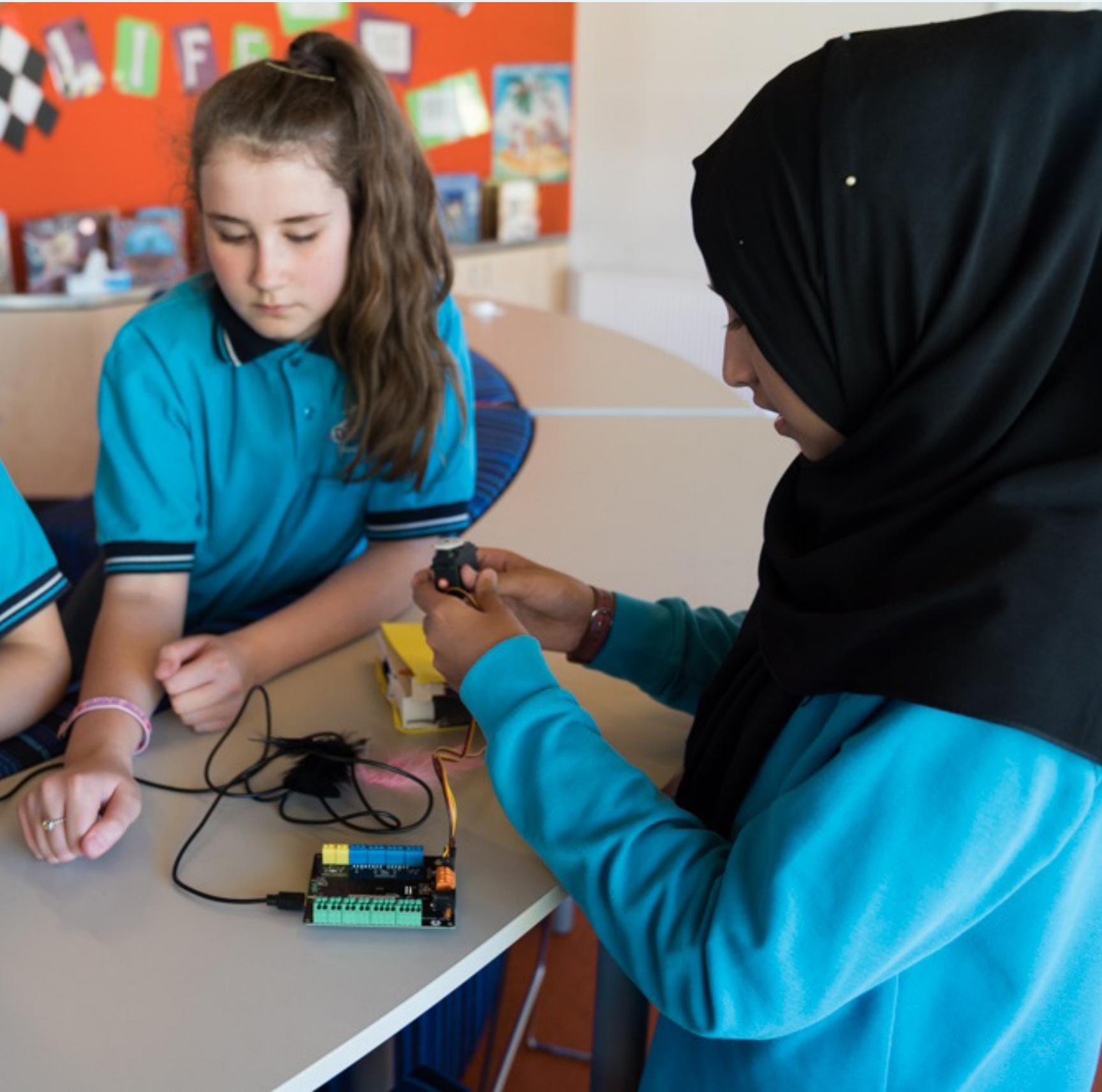
ESA should ensure products and services are cost-effective and delivered competitively and in a timely manner. In developing products and services ESA should consider, where possible, hosting and maintenance arrangements that support long-term sustainability.



5

## Sustainability

ESA should continue to build its capability to ensure its continued financial viability into the future, such as proactive exploration of business opportunities across all sectors of education and related industries.



## What we do

- Research, test and develop effective and innovative ICT systems and tools for education, in line with national e-learning initiatives.
- Devise, develop and deliver curriculum and assessment, professional development, and career and information support services, consistent with the work of ACARA, AITSL, states, territories and other key stakeholders.
- Facilitate the pooling, sharing and distribution of knowledge, resources and services to support and promote e-learning, across jurisdictions, sectors and internationally.
- Ensure access to quality assured systems and content and interoperability between individuals, entities and systems.



## What is impact to us?

**Impact is more than delivery – it's about engagement and connection in the classroom. We aim to support educators by providing tools and resources to make their lives easier, and enhance their ability to make an impact on students in the classroom.**

Our products are designed with the primary objective of improving student outcomes and building strong education communities.

We care about outcomes not only for our direct stakeholders, but all those that use our products. We aim to connect, collaborate, innovate and deliver solutions that meet the needs of all audiences.

We don't create our solutions in isolation. ESA believes true impact can only be achieved by

involving those that will use the product. Co-creation, interviews, regular feedback touchpoints and performance monitoring ensure that solutions are and continue to be fit for purpose.

With technology evolving rapidly, ESA's role is to ensure we stay ahead of the curve and offer advice and guidance where possible, allowing policymakers, educators and schools to prepare for advancements in education technology. Involvement in key decision-making groups and forums through connections and partnerships furthers ESA's expertise to develop existing products and shape future solutions.



# From the Chair



**On behalf of the Board, I am proud to present the 2022–23 Impact Report for Education Services Australia (ESA).**

Since commencing in the role of Chair on 1 March 2017, it has been my pleasure and privilege to reflect on the company’s annual performance and achievements in making a positive difference in the lives and learning of young Australians.

ESA’s accomplishments during 2022–23 illustrate the organisation’s ongoing efforts to support educators and enhance their ability to positively impact students. This includes through the creation and provision of unique, high-quality digital products and services:

- with a nationwide audience, such as the new student wellbeing and self-regulation resources for all Australian young people
- to support more localised educational needs, such as the Yikan Noongar Language Program for Year 3 students on Noongar Country in south-west Western Australia.

I congratulate ESA’s CEO, Andrew Smith, his executive team and all ESA staff for their agility and professionalism to respond flexibly to the needs of the education sector in delivering ESA’s work.

As my term as ESA Board Chair finishes in early 2024, I would like to take the opportunity to acknowledge the commitment and expertise of current and former Board and committee members, including those who resigned during the year: Mr John Mula and Ms Kathe Kirby; those retiring with me: Mr Sam Spadavecchia and Mr Mark Lamont; and those who joined the Board this year: Ms Vicki Baylis, Mr Tony Crehan and Professor Linda Kristjanson.

Each ESA Director and committee member adds significant value to the organisation, and I have always appreciated their willingness to engage in open and thought-provoking discussions, as again demonstrated this year during our strategic planning workshops. I sincerely thank members of the Board, and Finance Risk and

Audit Committee for their valuable contributions and their ongoing commitment to the organisation.

I also extend my gratitude to the education ministers across Australia for their guidance and trust in ESA, as well as the partner agencies we work alongside, in support of a shared goal to deliver positive outcomes for Australian students.

In closing, I am immensely proud of ESA’s achievements and impact throughout my term as Board Chair and am pleased to report that there is much to be excited about in the coming year with the launch of ESA’s new strategic plan.

A handwritten signature in blue ink, appearing to read 'Diare Joseph'.

**Diare Joseph**

**Chair,**  
Education Services Australia

## From the CEO



**It has been another positive and productive year for ESA and our stakeholders, working together to deliver education projects and services that contribute to continued improvements in student outcomes and teacher impact.**

This year marked the first year the NAPLAN test event was held in March, with all schools across Australia completing NAPLAN tests online. The ongoing success of this year's event was a result of the strong partnerships between ESA, all states and territories, respective school sectors and ACARA, and I would like to acknowledge the work of all involved to deliver a smooth experience for Australian students.

During the year, we continued to see growth in opportunities for education technology, including through the increasing application of generative artificial intelligence (AI). With a focus on empowering and supporting Australia's educators,

ESA combined its education and technology expertise to design and build a series of short courses for teachers to implement learning about AI and enhance teacher confidence in this emerging area.

While we continue to look for new opportunities to enhance our impact, we remain focused on maintaining our role as a trusted partner for safe education solutions through an ongoing emphasis on cybersecurity arrangements and preparedness. This remains a crucial focus as we continue to deliver projects to support secure data exchange, interoperability and the safe use of technologies in schools.

In 2024, we will farewell several ESA Directors, including our Board Chair, Ms Diane Joseph, and Chair of the Finance Risk and Audit Committee, Mr Sam Spadavecchia.

While it's impossible to describe the full extent of their impact over the last seven years, I take this opportunity to express my sincere

gratitude for their outstanding guidance and support throughout that period, which included the move to NAPLAN Online and the challenges brought by the COVID-19 pandemic. It is difficult to overstate the value of the expertise provided by all of ESA's current and outgoing Directors and committee members, and I thank each of them for their contribution and counsel.

As always, ESA's capacity to successfully provide its products and services relies heavily on working relationships with its stakeholders. I extend my appreciation to all of ESA's partners, particularly the education ministers, their departments and staff for their ongoing trust and support.

A handwritten signature in black ink, appearing to read 'A. Smith', written in a cursive style.

**Andrew Smith**

**CEO,**  
Education Services Australia

# Our impact



# Overview: Impact in 2022–23

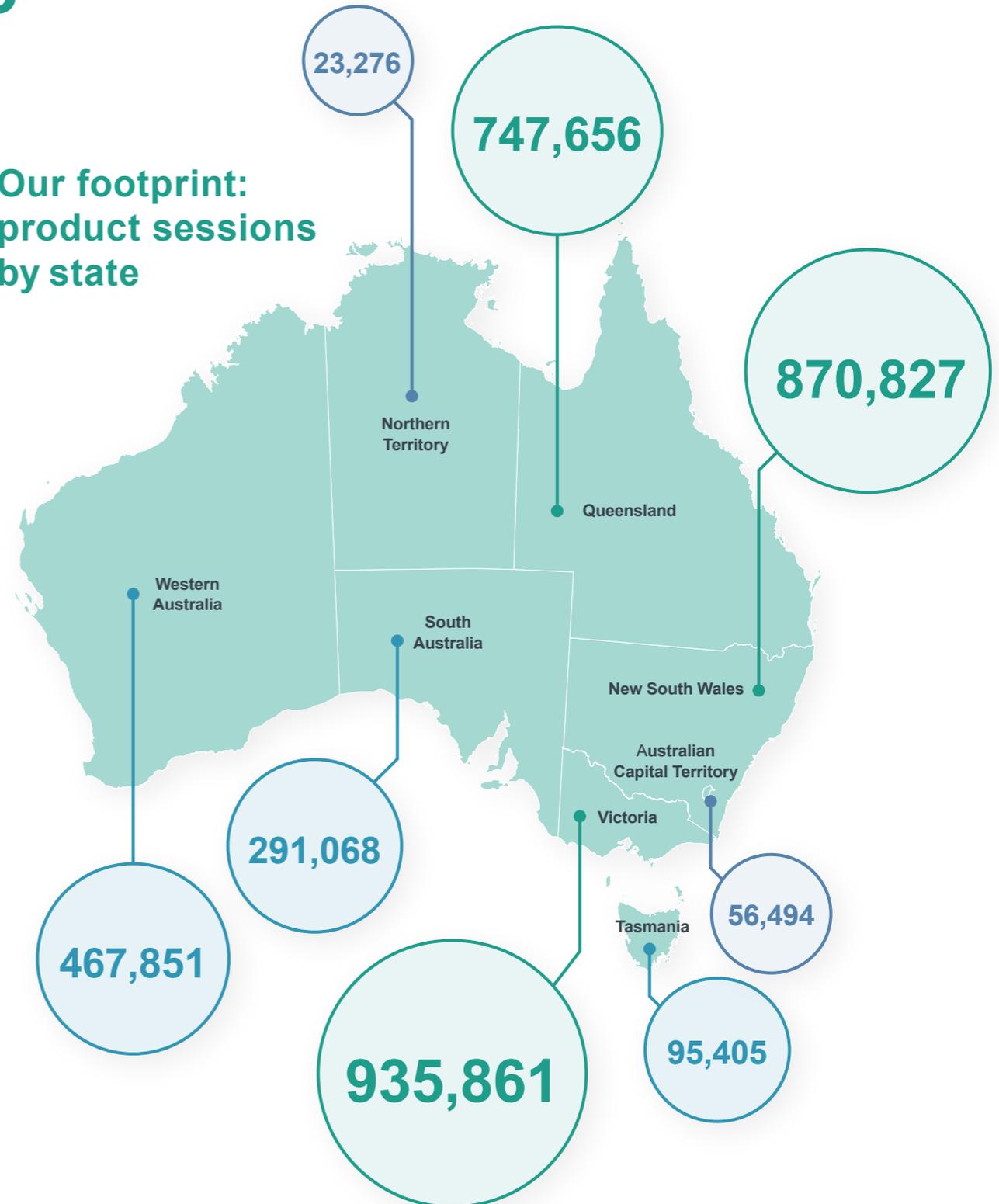
In this report, we highlight some of the ways we empower educators and make a positive difference in the lives and learning of young Australians.

ESA's strength lies in its expertise in the unique combination of technology and education. Throughout 2022–23, we have applied this expertise to lead and drive initiatives to identify new and emerging opportunities in the use of digital technology, such as generative AI, as well as

promote safe technology systems and frameworks. We have also harnessed these skills to create products and tools to support current and future teachers, as well as products that focus on student wellbeing.

Our staff continue to work flexibly in partnership with our stakeholders to deliver products that reflect their requirements and promote excellence in education and improve student outcomes and equity.

## Our footprint: product sessions by state



 **18mins  
38secs**  
average user session time on myfuture

 **114**  
assessments started by Safer Technologies 4 Schools (ST4S)

 **19**  
conferences attended by ESA

## What partners and educators say about ESA

“ The quality of their resources is second to none. I’ve watched the evolution of web-based material, have worked across training sectors nationally and [ESA] stand out [as] the best in terms of quality.

“ They’re a genuinely collaborative organisation. When I’m involved, I’m not just an appendage, I’m actively involved. I was given a chance to represent independent schools nationally – you don’t get that very often.

“ They really are a top-notch performer from my perspective, at every level. From phone calls to meetings to webinars, I can’t fault them. They’re really good and they listen to see if there are alternative ideas, and then embrace them.

“ They are inclusive and ensure that they include everyone as part of their key support mechanisms. They try to make education accessible to everyone. They are constantly changing and moving forward to keep up with digital technology and are moving and changing all the time.

“ Their culture encourages innovation and openness to new learning. They really want to research what is working in the classroom. They want to investigate and collaborate with teachers to make sure their products are the highest level in the classroom.



# Supporting teaching and learning

## Enhancing teacher access to curriculum resources

**It has never been more apparent that the role of the teacher is evolving.**

Given the impact of COVID-19 and recent workforce shortages, ESA's role to support the teacher community continues to be important. Working closely with educators and our stakeholders, ESA strives to provide high-quality, relevant and useful resources for teachers, to support their effectiveness and reduce the burden on individual schools and teachers.

This year, our well-known and loved tool **Scootle** remained a secure and trusted portal for Australian teachers, with **more than 1.6 million users accessing it throughout the year**. To ensure the tool continues to offer quality, curriculum-aligned teaching and learning resources, Version 9 of the curriculum was added in May. Scootle houses more than 10,000

resources, with all content free to access. The tool also allows teachers to create learning pathways that can be used in classrooms and made easily accessible to students.

ESA's Literacy Hub helps young students to develop their skills and knowledge to become confident, creative and enthusiastic learners. The hub supports school leaders, teachers and families to engage in effective literacy practices. The materials on the Literacy Hub are high quality and use evidence-based research. Literacy Hub's Year 1 Phonics Check remains a popular tool, with the Grattan Institute recommending a mandate for the check in all Victorian schools. The year saw an 84% increase in schools signing up to the Phonics Check, **with a 93% increase in** students completing the check.



**93%**  
of educators surveyed rated the materials on Literacy Hub as good or excellent.

CASE STUDY

## Phonics for all: Scaling up from the Targeted Assistance Program (TAP) to nationwide access



### Plan, teach and assess

Find evidence-based information and resources to support reading literacy teaching.



In 2023, the Literacy Hub introduced *Implementing a systematic synthetic phonics approach*, an innovative online professional learning series designed for Australian schools and teachers looking to align their literacy instruction with the Science of Reading.

The genesis of this content can be traced back to the classroom-tested Phonics Targeted Assistance Program (TAP). Initiated in 2021, funded by the Australian Government Department of Education and managed by Education Services Australia (ESA), Phonics TAP was a strategic response to the pressing need for improved literacy skills among early years' students in low-ICSEA schools, including Victoria's St Patrick's Primary School. The program emphasised evidence-based literacy practices, offering

professional learning, resources and individual coaching.

Schools such as St Patrick's grappled with diverse student needs, especially in classrooms with a high percentage of students with disabilities. Implementing new literacy methodologies required a paradigm shift in teaching practices.

ESA Literacy Hub and Year 1 Phonics Check program director Amanda Coleiro said that from the start of the program, the staff at St Patrick's were highly engaged and open to working with their ESA literacy coach, Stephanie Murphy.

**'They had an appetite for school improvement and were invested in building teacher capacity, knowledge and skills across the school.'**

The results were transformative, and the school achieved a unified approach to literacy,

strengthening reading foundations and enabling early intervention, while significantly enhancing professional development opportunities for teachers. This progress highlighted the effectiveness of systematic synthetic phonics and explicit instruction, prompting the need to broaden the program's reach.

Designed for Foundation to Year 2 classrooms, the Literacy Hub's free, online professional learning resources continue to support schools through each step of building an systematic synthetic phonics (SSP) approach for reading and spelling. As Amanda summarises:

**'The St Patrick's story is a positive model for change for other schools looking to implement evidence-based literacy practices.'**

# Professional learning

Bespoke professional learning supports most of ESA's products, including a total of **52 webinars** offered throughout 2022–23. All webinars are freely available and promoted across ESA's newsletters, social media and websites.

While the majority of the webinars focused on supporting teachers, some webinars were also offered to parents and carers. These topics included:

- Managing career uncertainty and anxiety
- Where do young people go for careers information
- What counts when making career choices – opportunities in agriculture

## ESA Webinars at a glance



Over **4,700 educators** attended our webinars.



We averaged **92 attendees** per webinar.



The most popular webinar by attendees was *Setting future expectations: the importance of career guidance in schools*, hosted by our CEO Andrew Smith, with special guest Peter Shergold AC. Over **900 people** registered for this myfuture webinar.



More than **6,500 views** of our webinar recordings indicate their sustained value to educators, beyond the initial broadcast.



Attendees found our webinars engaging, with our statistics showing an **82% average interest rating**.



Throughout the year, phonics resources were adapted to create online professional learning with webinars and supporting resources freely available to all Australian Schools via the Literacy Hub.



**98%**  
of educators surveyed rated the Literacy Hub webinars as good or excellent.

# Professional learning

ESA's webinars showcase the range and depth of our subject matter and curriculum expertise.

Renowned educators such as Peter Shergold, former Chancellor of the University of Western Sydney, choose ESA as a partner for webinars, reflecting our esteemed position in the educational community.



Topics covered in the 2022–23 webinars included:

**Literacy**

**Phonics**

**Using decodable texts in teaching**

**Writing skills**

**Managing student wellbeing in schools**

**Early language learning**

**Early learning through digital play**

**Oral language practice**

**Resources and advice for career practitioners**

**Careers advice for parents and students**

**Navigating the transition from school to work**

**School library resource curation and collection development**

**Library and information management skills**

# Maths in Schools planning tool

This year saw the launch of the Maths in Schools planning tool. Covering 210 topics at both primary and secondary level, the tool helps teachers plan and teach mathematics and numeracy.

The materials include teaching strategies, learning from home activities and other resources designed to support flexible student learning, and are aligned to the Australian Curriculum Version 9.0.

**Mathematics**  
Hub

## What do teachers say about the planning tool?

“This is awesome... Usually, I have to try to find this myself, which is very time-consuming and not always free.

“I look at this and I think oh my goodness, it is amazing! This is so easy! The first thing you're given is a continuum of the Grades and then you can move to Strands. It's an easy, manageable website and I would definitely use it.



### Plan, Teach and Assess

Learning and assessment designed to support mathematics and numeracy learning across the curriculum.

# Shaping tomorrow



## ESA's contribution to safe and impactful AI in schools



**Recognising the growing relevance of artificial intelligence (AI) in Australian classrooms, ESA developed a range of AI-related and curriculum-aligned resources, including webinars, lesson plans and explainer videos, available on the popular Digital Technologies Hub.**

Underscoring ESA's role in guiding educators through the practical aspects of integrating AI into their teaching methodologies, a series of short courses is being developed that goes beyond the content to support classroom practice.

ESA's involvement in AI education extends beyond creating resources. We actively share knowledge and insight about AI and learning

methodologies with a wide array of stakeholders, including partner agencies and education departments across Australia. Working as part of The Education Ministers Artificial Intelligence in Schools Taskforce, ESA's CEO, Andrew Smith, and General Manager of Assessment Systems and Data Standards, Stuart Mitchell, have contributed to the development of a principles-based framework for the use of AI in schools. This initiative is aimed at guiding educational institutions to effectively utilise AI, thereby enhancing the learning experience.

In shaping this framework, ESA consulted with and collated feedback from various advisory groups. These include the National Education Digital Advisory Group (NEDAG) and the national CIO advisory body. Engaging with industry experts

ensures that the framework is both comprehensive and practical, addressing the diverse needs of the Australian educational sector.

By offering practical resources, supporting teachers to embed AI into their teaching practices, and actively participating in shaping national education policies, ESA is ensuring that AI's introduction into schools is both safe and impactful, while also highlighting ESA's commitment to enhancing the learning journey for both students and teachers, working at every level to bring about a positive change in the educational landscape.



# Supporting student wellbeing

## Interoception and self-regulation: Enhancing learning readiness

The Student Wellbeing Hub introduced a pivotal new resource, *Interoception and self-regulation: Get ready to learn*, which aims to foster students' mindful body awareness.

Interoception, often regarded as a prerequisite for self-regulation, is one of our eight sensory systems, focusing on the perception, recognition and understanding of internal physical states. This internal sense plays a crucial role in identifying emotions and feelings, enabling appropriate responses.

The resource comprises 39 specifically designed activities to help children develop their interoception skills. These activities, backed by research, have proven effective for both autistic and non-autistic students, and can be

seamlessly integrated into various educational settings, including across whole school, whole class, small group or individual sessions.

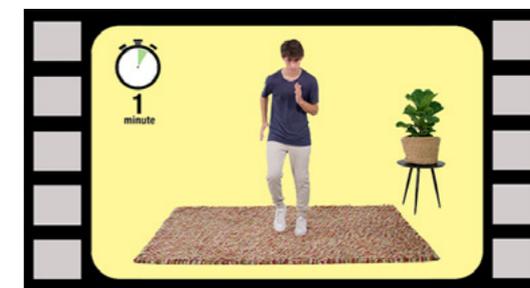
Recognising the diverse needs of children and young people of all ages, the activities are presented in multiple formats. These include instructional illustrations and demonstration videos, offering educators the flexibility to choose the most effective method for their students. This range of options ensures that every child's learning style and needs are accommodated.

These activities not only aid in developing a key sensory system but also contribute to a more conducive learning environment, where students are better prepared and more receptive to educational experiences.



'Get ready to learn' is available in multiple languages and formats: videos, illustrations and posters.

The **39** activities are provided in the following **11** languages to support access by culturally and linguistically diverse communities: Arabic, Chinese (Simplified and Traditional), Greek, Hindi, Nepali, Korean, Thai, Turkish, Urdu and Vietnamese.



Click or scan here to learn more!



# Supporting access and diversity

## Noongar language reawakening

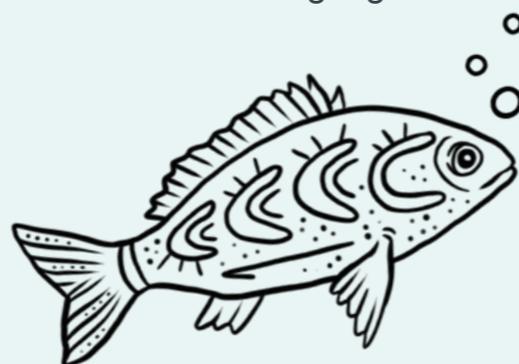
This year marked the launch of the Yikan Noongar Language Program for Year 3 students.

Called Yikan Noongar (which means ‘Awaken Noongar’), the program provides students in WA public schools located on Noongar Country with the opportunity to learn the Noongar language. Designed to be taught by a Noongar language teacher, or Noongar person in schools on Noongar Country, this unique and groundbreaking program supports them to teach one of the three Noongar dialects as a primary school subject.

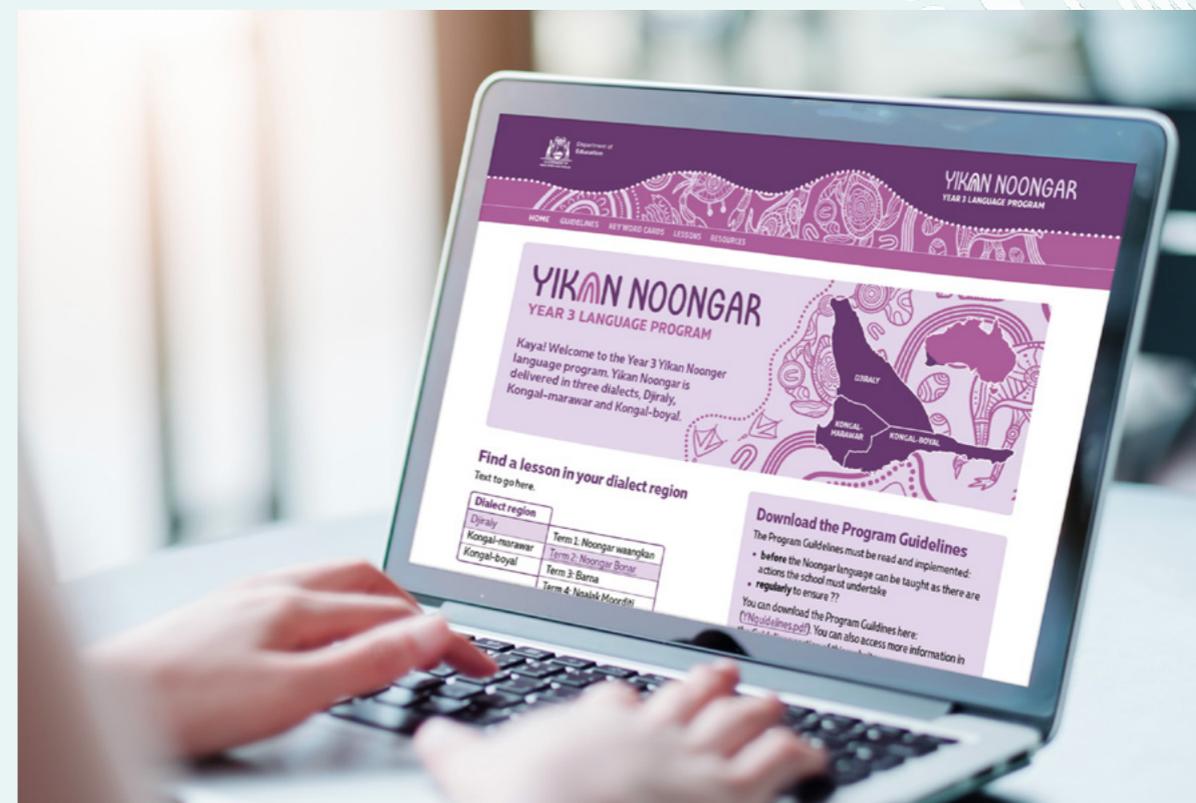
### Resources include:

- program guidelines
- term planners and a yearly overview
- detailed lesson plans including assessment and consolidation opportunities
- Connecting with Country activities
- student resources including printable materials such as word cards and worksheets
- video and audio content
- picture dictionary
- digital quizzes
- stories in language.

Illustrations by Seantelle Walsh  
Website and templates design  
by Picta Creative



The program has been co-designed with community and endorsed by the Noongar Boodjar Language Cultural Aboriginal Corporation and the South West Aboriginal Land and Sea Council.



### YIKAN NOONGAR YEAR 3 LANGUAGE PROGRAM

Kayal! Welcome to the Year 3 Yikan Noongar language program. Yikan Noongar is delivered in three dialects, Djiraly, Kongal-marawar and Kongal-boyal.

#### Find a lesson in your dialect region

Dialect region	Term
Djiraly	Term 1: Noongar waangkan
Kongal-marawar	Term 2: Noongar Bonar
Kongal-boyal	Term 3: Barna
	Term 4: Noaluk Moyrin

#### Download the Program Guidelines

The Program Guidelines must be read and implemented: **before** the Noongar language can be taught as there are **regularly** to ensure ??  
You can download the Program Guidelines here: [\(Noongar.pdf\)](#). You can also access more information in



# Resources for teachers to support students with disability

**ESA's Nationally Consistent Collection of Data on School Students with Disability (NCCD) portal continues to grow with added resources this year.**

An e-learning course for school leaders and principals is now available which focuses on the roles and responsibilities of school teams to ensure that the strengths of all learners are recognised and their support needs are met.

Additionally, a new webinar guides educators through a decision-making process in order to determine categories of disability

and levels of adjustment. This successful professional learning opportunity also helps with annual reporting for senior leaders.

Further support for leaders and teachers was provided through the delivery of the Disability Standards for Education (DSE) project. Aimed at strengthening teacher and school leader understanding of how the Standards apply in schools, the project included publication of 10 case studies addressing common experiences, challenges and considerations for educators when implementing the standards.

Click or scan here to learn more!



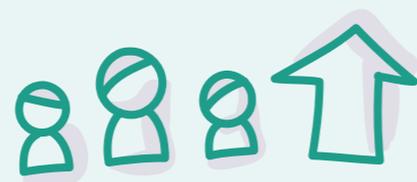
**Case studies showcase a diversity of experiences, including First Nations students, culturally and linguistically diverse students, and students who live in remote and rural areas.**



# Helping students shape their future

The world of work is ever changing and myfuture remains a staple in supporting career development and exploration.

The platform is free to use for all Australian educators, parents, carers and students, and offers unbiased career information that helps with career planning, career pathways and work transitions. Featuring information and resources developed by career experts and professionals – underpinned by theory and aligned to the Australian Curriculum – myfuture continues to be a reliable destination for career exploration and industry insights, as well as a place to find relevant tools for career guidance.



This year, myfuture saw an increase of **16%** in registered users.

Demand for new content continues to increase, with new videos and content being published focusing on high interest areas of:

- education
- social work
- project management
- business analysis
- clean energy.



# Reflecting the importance of diversity

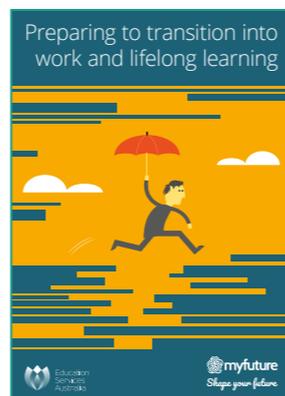
This year myfuture published content reflecting multiple perspectives including young women and Indigenous talent in rural locations.

## Highlighting expert knowledge in high focus areas

The popular *Insights* series delivered four papers annually along with supporting webinars, developed in partnership with subject matter experts from around the globe.

### Topics throughout 2022–23 included:

Strategies for effective transitions from school



Authors:  
Vu, T., Bennett, D. & Ananthram, S.

Making effective career decisions



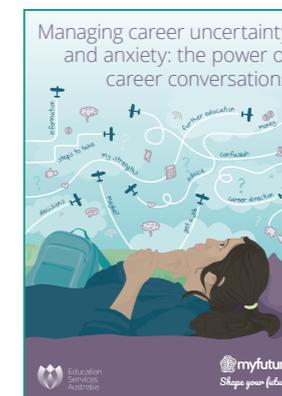
Authors:  
Vernon, L. & Drane, C. F.

Integrating social and emotional learning into careers education



Authors:  
Howard, K. A. S. & Ferrari, L.

Managing career uncertainty and anxiety



Authors:  
Gleeson, J. & Walsh, L.

### Some highlights from our *Insights* papers:

**‘Managing career uncertainty and anxiety: the power of career conversations’** by Dr Joanne Gleeson

*‘It is critical that young people build their own career awareness of not only occupational options or study pathways, but also of their feelings and the decision-making processes associated with making choices. Understanding “why” they are choosing certain careers, or struggling to make decisions, can prompt them to explore different pathways, investigate employment market trends or reflect further on how their own strengths and interests relate to career options. Studies have shown that the more time young people invest in career exploration and career planning, the greater their career certainty and confidence become.’*



**‘How emotions influence motivation and behaviour in career development learning’** by Dr Michael Healy

*‘Career educators can play a vital role in helping their students cope with – and perhaps even embrace – failure (Pryor & Bright, 2012). We should help young people to recognise failure as part of any career journey, support them to learn how to manage their negative emotions, and to reflect on what their negative emotions might mean for their emerging career identity.’*



### Webinar spotlight:

ESA's most popular webinar was an exclusive myfuture webinar with Professor Peter Shergold AC, facilitated by ESA's CEO, Andrew Smith. The webinar allowed career practitioners to hear Professor Shergold's views on achieving excellence in career education. This was the most engaging webinar for the year, with more than 900 registrations and many positive post-event comments received.

“ Too often our students are persuaded that there exists some profound demarcation between higher education on the one hand and vocational on the other, simplistically between universities and TAFEs, between formal study and workplace learning. And that approach, driven by the fact that ATAR is generally but mistakenly perceived as a measure of high school success, results in students being seen to believe that certain pathways into employment have more value than others.

- Professor Peter Shergold

## Supporting accessibility

To increase accessibility to resources and to face challenges where access to the internet and a device can be limited, myfuture has developed further resources that can be printed and used offline, including bullseye posters and the career quiz. Now students can engage with these resources without the need for an internet connection.

To support valuable work experiences, we developed the Work Experience: Industry Toolkit to provide employers

with advice and guidance for facilitating engaging and safe student placements.

Resources include preparation guides, checklists and activities for students. Post-engagement tools are available to reflect on the process and identify learnings for future placements.



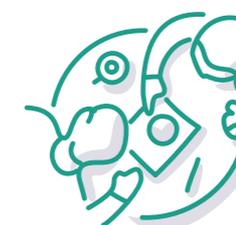
**9**  
new video  
spotlights



**8**  
national career  
conferences and  
expos attended



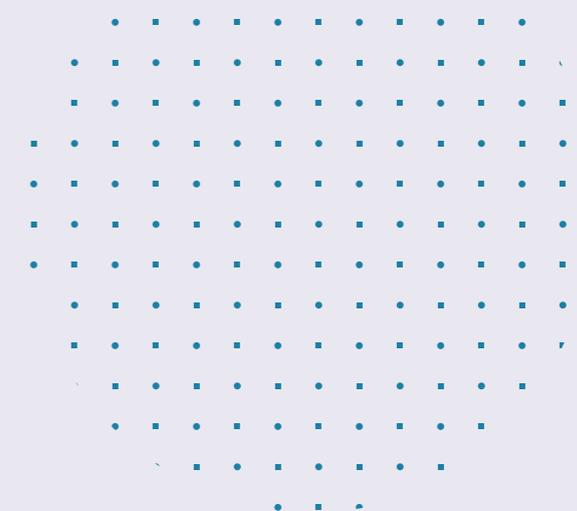
**3000+**  
Insights papers  
downloaded



**10**  
professional learning  
workshops

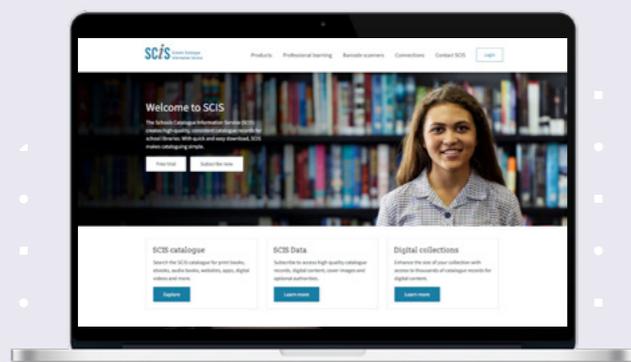
# Supporting schools and systems





## CASE STUDY

# Decolonising library catalogues – A respectful approach



**The Schools Catalogue Information Service (SCIS) is a central cataloguing agency that provides school libraries with access to catalogue records for print and digital content.**

The cataloguing service allows librarians and teacher librarians to focus on other tasks, taking away the need to catalogue incoming books.

Recognising the importance of respectful language in cataloguing, the SCIS team updated its Subject Headings List to reflect a more culturally sensitive and accurate representation of Aboriginal and Torres Strait Islander communities.

This initiative was driven by the need for language in educational resources to evolve with the

changing landscape of cultural awareness and respect. SCIS actively engaged with various sources, including the Australian Government Style Manual and AIATSIS, to evaluate and adopt terminology that respects the diversity and individual preferences of First Peoples.

A key aspect of this endeavour was the introduction of authorised headings such as ‘Aboriginal peoples’ and ‘Torres Strait Islanders’, supplemented by a range of ‘used for’ references. These references guide users to appropriate terms while searching, ensuring the rich cultural diversity of Australia’s First Nations peoples is adequately captured.

This work extends to aligning subject authorities with AustLang’s controlled vocabulary, ensuring consistent, accurate and respectful terminology. This

collaboration has led to updates in terms such as the specific names of Aboriginal and Torres Strait Islander peoples and languages.

Through these efforts, SCIS is championing the cause of respectful language usage in cataloguing, encouraging schools and library management system vendors to embrace these changes, and has been showcased at key conferences and touchpoints with stakeholders including EduTech, SCIS webinars, and Australian and New Zealand Library associations. Decolonising library catalogues not only fosters respect and cultural understanding but also allows educators, students and researchers to engage more meaningfully with resources about Australia’s First Nations peoples.

## CASE STUDY

### ST4S – From Australian innovation to international adoption

**The Safer Technologies for Schools (ST4S) program was developed to address a growing need in schools: the assurance of security and privacy in educational technology. Initially catering to the Australian education sector, ST4S has since demonstrated its value and effectiveness, recently expanding into the New Zealand education system.**

The core of ST4S is its comprehensive evaluation of digital products used in schools, assessing them against stringent security and privacy standards. This process helps schools make informed decisions about technology, ensuring the tools they use are both effective and safe for students.

Suppliers are encouraged to complete a detailed self-assessment, focusing on data management, storage and protection, with these assessments

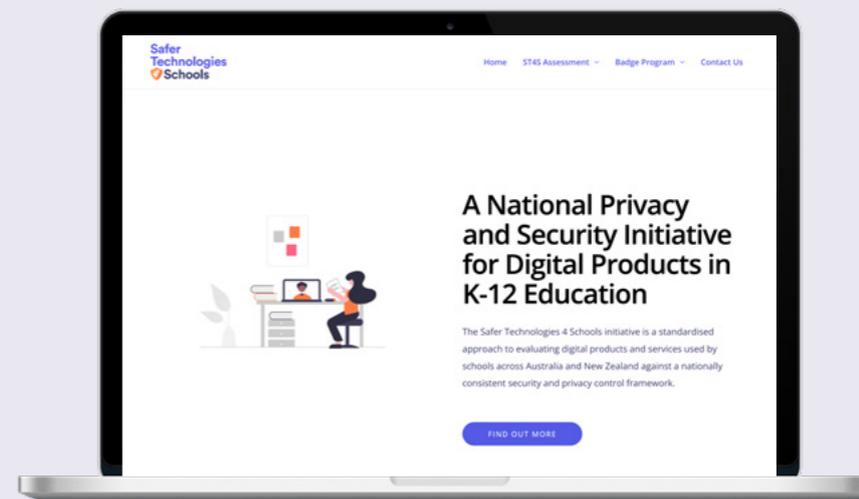
leading to a rating system. Products meeting the criteria earn an ST4S badge, signifying their compliance and reliability.

Originally tailored for Australian schools, the program's success and the robustness of its framework caught the attention of international stakeholders. The New Zealand Ministry of Education, recognising the program's potential, adopted ST4S to guide their schools in technology selection. This international adoption marks a significant milestone for ST4S, highlighting its relevance in diverse educational contexts.

The program's expansion into New Zealand signifies the importance of international collaboration in educational technology. ST4S stands as an example of an Australian educational initiative making a positive impact across borders, reinforcing the global significance of safe and secure digital learning environments.



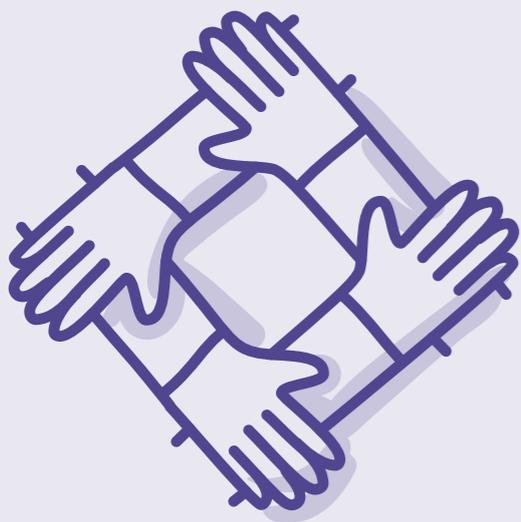
**Safer Technologies**  
**4 Schools**



# Relationships matter

We understand the importance of partnering with others to strengthen the delivery of quality, innovative content.

To achieve progress, it's important to bring together people and communities from different backgrounds and expertise. Working with others is something we're proud of – we listen to and learn from other perspectives while also sharing our own insights and experience.



## Organisations we work with include the following:

### University of Adelaide

In collaboration with ESA, who is delivering The Mathematics Hub, the CSER STEM Team at the University of Adelaide developed a suite of professional learning courses, workshops and downloadable resources for teachers aligned with V9.0 Australian Curriculum: Mathematics.

### Clean Energy Council

The Clean Energy Council is the peak body for the clean energy industry in Australia. It represents and works with Australia's leading renewable energy and energy storage businesses, as well as rooftop solar installers, to further the development of clean energy in Australia. Recognising the growing need to develop a future workforce for clean energy within Australia, ESA and myfuture have been working with the Clean Energy Council to produce career materials for students and teachers.

### headspace

headspace is Australia's National Youth Mental Health Foundation, providing early intervention mental health services to people aged between 12 and 25. As a valued partner, ESA recognises our shared commitment to fostering mental health and wellbeing within the educational community. This collaboration is pivotal in integrating mental health resources and support into educational

frameworks, ensuring that the mental health wellbeing of students and educators remains a key focus in our collective endeavours.

### Janison

In the significant task of digitising NAPLAN, ESA acknowledges Janison as a key partner, sharing our dedication to advancing educational assessment through technology. Together, our efforts have successfully navigated the complexities of this transition, reflecting a united vision for a more innovative and efficient assessment system in Australian education.

### AITSL (Australian Institute for Teaching and School Leadership), AERO (Australian Education Research Organisation) and ACARA (Australian Curriculum, Assessment and Reporting Authority)

In our journey to enhance Australian education, ESA deeply values the longstanding collaboration with AITSL, AERO and ACARA. Our combined efforts – ranging from setting professional teaching standards and curriculum development to pioneering educational research and providing innovative digital resources – have significantly enriched the learning landscape. We proudly acknowledge and appreciate this deeply collaborative and complementary partnership, which continuously fosters excellence and innovation in education across the nation.

# Building a positive culture to empower our people

**Our people and culture are the bedrock of our approach to delivering impactful projects.**

Embracing a new phase in our work environment, we have redefined the way we operate, ensuring flexibility and sustainability are at the forefront.

This year staff returned to a brand-new office after the disruption of COVID-19. The new premises

were designed with the future of work and flexibility in mind, along with sustainable choices to actively reduce our carbon footprint.

To celebrate the return of staff to the office, we hosted a 'Welcome Week', featuring tours, live music, a charity-run coffee cart, networking activities and the promotion of healthy snacks. Our new flexible working policy was launched when we returned to the office. The policy sees staff work a

minimum of 40% of their working hours in the office, and also gives the option to work remotely from anywhere in the world for up to 3 weeks a year.

To revive the close-knit culture of ESA and to encourage connection and collaboration, we moved to in-person all staff meetings and all major events being held in or around the office. These events have been well received by staff, with close to 100% attendance.

The ESA wellbeing program remains a key priority, offering staff various opportunities to enhance their health and happiness, such as nutritious snacks, a springtime walking contest, seated massages, flu vaccinations and other wellness activities. Staff can collect wellbeing points by participating in these activities, and the top scorers will receive a reward at the year's end for their commitment to wellbeing.



# Diversity and inclusion

**ESA remains a strong advocate for equality, once again celebrating International Women’s Day.**

This year, we had board member Professor Liz Johnson and staff member Georgina Johnston share their stories about embracing equity. Staff were able to register to attend the Business Chicks International Women’s Day breakfast, to hear more about the importance of the day and spend time together outside of the office.

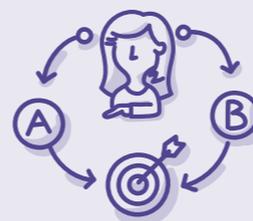
This year marked the first year staff were offered a substitute day for Australia Day, with some staff opting to take National Sorry Day in lieu. Due to the feedback received from staff, this will be a continuing initiative.



**21**  
promotions



**11**  
higher duty assignments



**3**  
secondments



**83%**  
of staff participated in more than one wellbeing activity



# Our commitment to sustainability and community

Our commitment to sustainability remains strong.



We received  
**Climate Active**

certification for yet another year.



We raised more than  
**\$700**

for the Indigenous Literacy Foundation through book sales and staff fundraising.



We  
**donated**

unused fridges and microwaves to West Welcome Wagon, supporting asylum seekers and refugees.

[esa.edu.au](http://esa.edu.au)

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Education  
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