

National School Reform Agreement

**New South Wales Bilateral Agreement:
2021 Progress Report**

National School Reform Agreement – Bilateral Agreement Report – NSW – 2021

Executive Summary

NSW continues to deliver an ambitious, evidence-based reform program aimed at improving outcomes and opportunities for every student, including all equity cohorts. The focus of these reforms is delivering equitable funding across all schools and sectors and improving outcomes across the State. NSW is committed to improving core literacy and numeracy skills and ensuring every child has the best possible start to their education, not just through schooling but also through the promotion of universal access to early childhood education.

NSW made considerable progress towards each of the reform initiatives marked for action in 2019, 2020 and 2021, which align with the national reform directions of the National School Reform Agreement (see also NSW's Bilateral Agreement Report for 2019 and 2020).

For this report, NSW consulted with all school sectors, as reforms in the report benefit both government and non-government schools. Non-government representative bodies will also provide separate annual reports to the Commonwealth Government under the Non-Government Reform Support Fund Guidelines.

Under the reform direction of supporting students, student learning and achievement, NSW's achievements include:

- Continued implementation of the refreshed curriculum in line with the reforms outlined in the NSW Government response to the NSW Curriculum review.
- Concluded the Literacy and Numeracy Action Plan (LNAP) in 2021. In its place NSW announced a \$249 million ongoing investment to support new priorities to lift literacy and numeracy results in NSW government schools from 2022.
- Fully launched the School Success Model (SSM) for government schools. SSM is a state-wide, evidence-led reform program that aims to strengthen shared accountability by putting in place clearer targets for corporate leaders and as part of school planning, lifting capability through the delivery of new system support and identifying and sharing effective practice through research.
- In February 2021, launched the Rural and Remote Education Strategy (2021 – 2024) and established a new Regional, Rural and Remote Education Policy Directorate.

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Under the reform direction of supporting teaching, school leadership and school improvement, NSW's achievements include:

- A new and comprehensive Strategic Improvement Plan for government schools that is aligned to student learning outcomes and school improvement. Schools report annually on their achievements and progress towards the strategic directions identified in their Strategic Improvement Plan.
- NSW is delivering a new program, Principal Leadership Learning, for principals with 3 or more years' experience to support their ongoing growth.

Under the reform direction of enhancing the national evidence base, NSW's achievements include the following:

- The School Success Model program features the innovative Ambassador Schools research program that identifies effective practices from high achieving schools that can be introduced in other schools.
- Established a new Universal Resources Hub for teaching staff which includes resources for teaching, learning and school improvement.

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Progress Against Each Reform Direction

Reform Direction A – Support students, student learning and achievement

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|-------------|-------------|--|
| Deliver the review of the K-12 curriculum to ensure the school education system is preparing students for the challenges and opportunities for the future. | All sectors | End of 2019 | <p><u>All sectors – completed in 2019.</u></p> <ul style="list-style-type: none"> N/A |
| Implement the refreshed curriculum post 2019 review, ensuring teachers are supported to implement a streamlined curriculum, including timely and formative assessments. | All sectors | From 2020 | <p><u>Government sector – work is ongoing.</u></p> <ul style="list-style-type: none"> DoE continues to deliver implementation support across the system for the refreshed curriculum in line with the reforms outlined in the NSW Government response to the NSW Curriculum review (PDF 629kB). NESA published the new English and Mathematics K-2 syllabuses in Term 4, 2021. Over 400 schools are implementing the new English and Mathematics syllabuses for Year 1 in 2022. These schools are trialling implementation support resources including units of work. Feedback will form the evidence used to ensure the best possible support for teachers. DoE has established 65 Curriculum Reform Communities with involvement from over 1,000 schools to share information, provide updates and build teacher capacity to lead curriculum change. |

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| | | | <p><u>CSNSW – work is ongoing.</u></p> <ul style="list-style-type: none"> The Catholic sector continues to be actively engaged in the NSW Curriculum Reform process, including through representation on cross-sectoral curriculum groups. Ongoing work includes communications, resources and support material to assist schools with familiarisation and implementation of the new syllabuses. <p><u>AISNSW – work is ongoing.</u></p> <ul style="list-style-type: none"> In response to the Review, AISNSW is represented on multiple cross-sector curriculum groups and participated in consultations to develop draft K-10 syllabuses for English, Maths and languages. Teachers from independent schools participated in Teacher Expert Networks and syllabus writers to support curriculum development. |
| <p>Embed evidence-based practices (particularly to boost early achievement in literacy and numeracy), including implementing the Literacy and Numeracy Action Plan (LNAP).</p> | <p>All sectors</p> | <p>End 2020 (LNAP), Ongoing</p> | <p><u>LNAP – Complete 2021.</u></p> <p><u>Government sector – partially completed/some work is ongoing.</u></p> <ul style="list-style-type: none"> DoE concluded the Literacy and Numeracy Action Plan (LNAP) in 2021. In its place NSW announced a \$249 million ongoing investment to support new priorities to lift literacy and numeracy results in NSW government schools from 2022. DoE launched the <u>School Success Model</u> reform, a new approach for supporting schools. |

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| | | | <ul style="list-style-type: none"> ○ It delivers three types of system support - universal, guided or strategic support - across priority areas such as reading and numeracy. ○ The new process includes system leaders and teams working with principals to prioritise the types of support needed for each school and to confirm and implement the resources and strategies that are required. ● DoE’s School Excellence Policy provides direction for schools to lead strategic improvement planning and annual reporting, to self-assess, and undertake external validation using the School Excellence Framework (PDF 291kB). Schools undertake self-assessment annually and external validation occurs once every school excellence cycle. Data is captured at the system level. ● Schools continued to use available online assessments, mapped to the Literacy and Numeracy Progressions, to assist with accurately determining students’ learning paths. This included the: <ul style="list-style-type: none"> ○ Check-in assessment (Reading and Numeracy) originally developed in 2020 to support schools to assess student learning following the period of learning from home was expanded to assess Years 3 to 9. ○ Phonics Screening Check to all NSW government primary schools. ○ Best Start Kindergarten and Best Start Year 7 Assessments |

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| | | | <ul style="list-style-type: none"> ○ On demand assessments – Phonics diagnostic, Phonological Awareness and Interview for Student Reasoning numeracy assessments <p><u>CSNSW – partially completed/some work is ongoing.</u></p> <ul style="list-style-type: none"> ● Best Start Kindergarten assessment was implemented in 418 schools and Best Start Year 7 assessment was implemented in 39 schools. The assessment results were automatically mapped to the literacy and numeracy progressions, NSW English and Mathematics syllabus outcomes. The school analysis of response data facilitated individualised learning support, particularly for those students who were identified with gaps in their literacy and/or numeracy development as they transitioned into primary and secondary school. System and school authorities were able to view and extract student performance data for their own analytics purposes. ● Schools retained practices established to respond to the challenges faced during the pandemic by supporting student literacy and numeracy learning needs through the creative use of technologies such as Google Classroom and See Saw, FaceTime and Zoom communication to students and their families. Video of students completing classroom assessment tasks (such as independent Reading) has also been retained as a way of reporting to parents in real-time. ● In 2021, CSNSW developed resources for Aboriginal and Torres Strait Islander families and a series of Early Learning English as an |

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| | | | <p>additional language or dialect (EAL/D) animations. The Early Learning EAL/D animation series explores the ways that teachers can support students whose first language is a language or dialect other than English. Each video is linked to the new NSW English syllabus and provides practical strategies to support teachers as they develop teaching and learning programs. These resources have been shared via social media and other platforms.</p> <ul style="list-style-type: none"> • The Year 1 Phonics Screening Check is a NSW DoE developed online assessment available to NSW Catholic schools with a Year 1 student cohort on an opt-in basis. 183 Catholic schools chose to use the Year 1 Phonics Screening Check in 2021 as part of the suite of reading assessments available to teachers. Student results were auto-mapped immediately in the student tracking system known as PLAN2 to the NSW English syllabus outcomes and the Literacy progressions. Teachers were able to use the assessment results to target teaching directly to student need. • 2021 Australian Early Development Census (AEDC) Data Collection: 100% of NSW Catholic schools participated in the Australian Early Development Census. All schools have been provided with a school profile. The data collected provides evidence to support policy, planning and action for health, education and community support. CSNSW will continue working with dioceses and schools to make best use of this data set, including data linkage opportunities. |

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| | | | <ul style="list-style-type: none"> • CSNSW staff and diocesan staff were offered training on the 2021 AEDC results run by the Telethon Kids Institute. <p><u>AISNSW – partially completed/some work is ongoing.</u></p> <ul style="list-style-type: none"> • During 2021, independent schools accessed evidence-based literacy and numeracy professional learning from AISNSW literacy and numeracy experts, in person and online via Zoom. AISNSW also provided Masterclasses, podcasts and a dedicated portal to support school leaders assist teachers to provide remote literacy and numeracy lessons during the extended COVID-19 lockdown in Greater Sydney in semester two. • 38 NSW Independent schools participated in the NSW Literacy and Numeracy Action Plan and implemented the literacy and numeracy learning progressions as a measure of K–2 student progress. • AISNSW continues to implement ESTA-L® a formative early literacy assessment to provide teachers with clear information about student achievement. It addresses student performance within the fundamental constrained elements of phonological awareness and phonics. • In 2021, AISNSW provided schools with access to long term literacy and numeracy initiatives focused on strengthening teacher skills and content knowledge to ultimately improve student outcomes, including: <ul style="list-style-type: none"> ○ Early Literacy Project: designed to build teachers' knowledge and skills to systematically and explicitly teach all students to |

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| | | | <p>read. AISNSW provided online professional learning modules, detailed guidance around explicit and systematic teaching of reading and extensive illustrations of exemplary practice in videos, lessons plans and teaching materials.</p> <ul style="list-style-type: none"> ○ Primary Writing Professional Learning: supported schools with the explicit and systematic teaching of writing skills, including face to face support as well as teaching strategies with videos, templates, sample lessons and other useful resources. ○ Primary Spelling Professional Learning: supported schools with the explicit and systematic teaching of spelling skills, including face to face support as well as access to a portal of spelling templates, illustrations of practice, ready to use sample lessons, and teaching strategies. ○ Primary Numeracy Project: an initiative to lift student performance through upskilling teachers around the systematic analysis of mathematical concepts and effective teaching of numeracy skills. AISNSW provided schools with videoed illustrations of quality practice, ready to use sample lessons, templates for lesson planning and concept development, as well as assessment strategies and materials. <ul style="list-style-type: none"> ● AISNSW released eight online modules aimed at increasing teachers' understanding and application of critical numeracy ● content and skills. Schools were supported by AISNSW staff with expertise in numeracy who work alongside teachers in the |

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| | | | <p>classroom providing demonstrations of lessons, analysis of student data and observations of practice.</p> <ul style="list-style-type: none"> • Schools utilised the Advanced Spelling Patterns resource book, developed by AISNSW for Australian teachers Kindergarten – Year 6 the resource details spelling patterns and provides a suggested teaching sequence and bank of works which follow each pattern in order of complexity. • AISNSW continued to support schools implement a K-2 numeracy screening tool to assess early number skills such as counting and place value. |
| <p>Meet the needs of students at risk of educational disadvantage (including students with disability, Aboriginal students, students with low English proficiency and students in rural and regional areas) through evidence-based pedagogy, quality teaching and leadership and innovation.</p> | <p>All sectors</p> | <p>Ongoing</p> | <p><u>Government sector – partially completed/some work is ongoing.</u></p> <ul style="list-style-type: none"> • NSW continues to provide needs-based funding for students at risk of educational disadvantage at government schools through the <u>Resource Allocation Model (RAM)</u>, consistent with the Commonwealth Schooling Resource Standard (SRS). • NSW continues to respond to the cultural, linguistic and religious diversity of students through the implementation of the <u>Multicultural Education Policy</u>, the revised <u>Anti-Racism Policy</u> and <u>Aboriginal Education Policy</u>. • NSW continues to implement the <u>Disability Strategy</u> which sets out the department’s plan for providing children and young people with disability, their families and the broader community with an educational system that needs their needs. |

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| | | | <ul style="list-style-type: none"> • NSW appointed 30 EAL/D Education Leaders to build the capacity of school leaders and teachers to meet the education and wellbeing needs of EAL/D students, including students from refugee backgrounds. • In July 2021 the EAL/D Hub (Aboriginal) was launched in NSW via PowerHouse Hub. By December 2021 there were over 400 users enrolled in the course. An Advisor was employed to support the rollout of this online Professional Learning. • The Connected Communities Strategy (PDF 665kB) is currently being implemented in 33 government schools and its deliverables are designed to bolster outcomes for Aboriginal students. • In late 2020, NSW signed an updated Partnership Agreement with the NSW Aboriginal Education Consultative Group Incorporated • titled “Walking Together, Working Together” for 2020 – 2030 and professional learning continued into 2021. • In 2021, 2267 staff members participated in the associated training and the Department and the NSW continued working on key initiatives. • In late 2020, the Leading Aboriginal Education module was included as part of the NSW Public Schools Leadership and Management Credential. 1753 completed the module in 2021. • In February 2021, the Rural and Remote Education Strategy (2021 – 2024) (PDF 2.8MB) was launched and a new Regional, Rural and Remote Education Policy Directorate was established. |

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| | | | <ul style="list-style-type: none"> • The framework supports rural and remote schools by focusing on improving educational engagement and achievement. Included in the Strategy are four key areas: People, Practice, Participation and Partnerships. • The Regional, Rural and Remote Education Unit is devoted to raising regional, rural, and remote students’ educational outcomes and implementing the Rural and Remote Strategy and the Bushfire Relief Strategy. Staff in the unit are based regionally to support on-the-ground engagement with learners of all ages and staff working in local education. • NSW began the Assessment for Complex Learners project in 2020 to support educators to assess the learning outcomes of students with intellectual and other related disabilities. Four assessment tools were piloted in 2020, with further trialling in 2021 and 2022 to finalise the assessment tools. <p><u>CSNSW – partially completed/some work is ongoing.</u></p> <ul style="list-style-type: none"> • In 2021, following the advent of the pandemic, CSNSW continued to conduct sector wide webinars and developed best practice guides, online applications and reflection tools. • All diocesan Catholic School Agencies engaged with the NSW • Catholic Schools Aboriginal and Torres Strait Islander Strategy endorsed in 2020. • Extensive planning and preparation for the 2022 CSNSW Aboriginal and Torres Strait Islander Catholic education conference. |

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| | | | <ul style="list-style-type: none"> • In 2020, more than 200 diocesan and school personnel participated in NESA-accredited Crossing Cultures, Hidden Histories (CCHH) professional learning. In 2021, preparations began for a cultural immersion to be introduced in 2022 to complement CCHH and to provide 'a lived experience' to enhance the context of CCHH. The immersion is a pre-experience to add to the content of the CCHH. All CSNSW staff will participate in the cultural immersion and CCHH course. • Over the course of 2020 and 2021, school-based representatives from each of the diocesan Catholic School Agencies, as well as ten non-systemic Catholic schools completed four online Instructional Strategies Short Courses for Students with Disabilities that CSNSW hosted featuring expert coaching and mentoring over seven-week periods. • The CSNSW inaugural DISruptABILITY conference successfully went ahead on 18th and 19th November 2021, pivoting to a fully virtual experience due to COVID restrictions. Some 400 participants engaged in an event that showcased the great work across the Catholic sector to support students with disabilities, as well providing presentations through keynotes and interactive sessions around key issues in disability education. The conference was grounded in internationally recognised, best-practice evidence. • 1300 VET teachers in Catholic schools and their 12,400 students commenced the implementation of the new online tool to support work placement. |

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| | | | <ul style="list-style-type: none"> • Over 138 teachers undertook training to deliver accredited VET courses. This number is down on the 2020 number due to the impact of COVID-19. • Students and teachers from NSW Catholic schools achieved recognition through the NSW Training Awards and the Australian Training Awards. • Students participated in the WorldSkills regional competitions with a number being selected to represent NSW at the National World Skills Competition. <p><u>AISNSW – partially completed/some work is ongoing.</u></p> <ul style="list-style-type: none"> • Through the NCCD project, AISNSW used digital and face-to-face professional learning support to assist schools to develop and apply robust systems and practices relevant for their own school context relating to key focus areas. Additional professional learning was provided specifically for school counsellors, in response to requests for independent schools. • AISNSW developed a series of resources for schools explicitly focused on positive practices for classroom management, including videos of evidence-based classroom practices, fact sheets of each practice, templates, readings and research to assist with implementation. |

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| | | | <p>AISNSW supported students at risk of educational disadvantage through the following professional activities:</p> <ul style="list-style-type: none"> • In 2021, AISNSW won awards for its contribution to Aboriginal Education, including an ‘Excellence in Indigenous Education and Boarding Leadership’ award from Indigenous Education and Boarding Australia for the work and impact of the Waratah Project to support the learning outcomes and engagement of Aboriginal and Torres Strait Islander boarding students. AISNSW was also acknowledged by the Learnx Awards in 2021, winning Gold for innovative online learning for the development of a learning module designed to support boarding school staff understanding and connection with Aboriginal and Torres Strait Islander boarding students, their families and home communities. • AISNSW facilitated a network of teachers with expertise in supporting students with EAL/D backgrounds who meet regularly to share best practice to support student outcomes through quality teaching. |

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

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|-------------|---------|--|
| Strengthen the mandatory content requirements of ITE courses in identified areas of STEM, Literacy/Numeracy, Students with Special Needs and Classroom Management. | All sectors | Ongoing | <p><u>All sectors – work is ongoing.</u></p> <ul style="list-style-type: none"> • NSW continues to implement additional, NSW-specific content knowledge requirements for ITE course accreditation (which include but are not limited to Literacy, Numeracy, and Science and Technology). |
| Identify and support cohorts of high quality teachers across sectors for certification at Highly Accomplished and Lead Teacher level. | All sectors | 2019 | <p><u>Government sector – Implementation completed in 2019/20, activities will be ongoing.</u></p> <ul style="list-style-type: none"> • DoE’s 2018-2022 Strategic Plan included a specific goal to increase the number of Highly Accomplished and Lead Teachers (HALTs) in the government school system. Previous initiatives to increase numbers of HALTs - Leadership Development Initiative (LDI) and Mastery of Teaching program - did not have the success projected. • The Best in Class (BIC) program leverages the expertise of outstanding teachers in our system, in collaboration with other educational leaders, experts and academic partners, to build rich, evidence-based professional learning and to scale it effectively across the state. A pilot has commenced with the aim of supporting BIC teachers to gain accreditation as HALT, as appropriate. • In 2021, NESAs were undertaking work to develop a new HALT |

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| | | | <ul style="list-style-type: none"> • policy (released in May 2022). The intent of the new policy is to inform strategic work in designing a future teacher pathway. The new HALT policy aims to: <ul style="list-style-type: none"> ○ clarify and strengthen evidence requirements ○ increase the level of support available to applicants ○ streamline the assessment process and assure the validity and reliability of decisions ○ achieve greater consistency with national certification processes <p><u>CSNSW – Implementation completed in 2019/20, activities will be ongoing.</u></p> <ul style="list-style-type: none"> • 90 per cent of accredited HALTs participated in specific professional learning led by CSNSW in 2019, 2020 and 2021. • There has been significant growth in Catholic school teachers achieving HALT accreditation in recent years with 135 applicants seeking accreditation. Currently there are 27 teachers in Catholic schools maintaining their accreditation as Highly Accomplished / Lead. • Australian Catholic University developed a post-graduate qualification to support aspiring HALTs gain dual accreditation (professional and academic). In 2021, CSNSW sponsored 15 teachers to complete the course. |

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| | | | <p><u>AISNSW – Implementation completed in 2019/20, activities will be ongoing.</u></p> <ul style="list-style-type: none"> • In 2021, AISNSW continued to work with AITSL and NESA regarding accreditation of HALTs. • Involvement with the network of accredited HALTs continued in 2021. • ISTAA, the AISNSW Teacher Accreditation Authority, continued to support applications for HALTs from independent schools in 2021. |
| Raise the bar for entry as a teacher in government schools through strengthened employment mechanisms. | Government | 2019 | <p><u>Government sector – Implementation completed in 2019/20, activities will be ongoing.</u></p> <ul style="list-style-type: none"> • The <u>Teacher Success Profile</u> has been in effect since 2019 and continues to be utilised in NSW, helping to ensure that public schools only hire the best and brightest aspiring teachers. |
| Improve the quality and relevance of professional learning, focused on improving student learning outcomes. | Government | 2019 | <p><u>Government sector – Implementation completed in 2019/20, activities will be ongoing.</u></p> <ul style="list-style-type: none"> • NSW continues to work on the Best in Class (BIC) initiative which is identifying government school teachers to deliver relevant professional learning “by teachers for teachers”. This project utilises responsive and rigorous evaluation to drive continuous improvement and impact on student learning outcomes. The project also works with academic research partners (including the University of New South Wales and Western Sydney University) to |

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| | | | <p>ensure that professional learning is evidence informed and evidence informing.</p> <ul style="list-style-type: none"> • NSW continues to embed and support best practice professional learning for the NSW teaching service and non-teaching government school staff. With a revised Professional Learning Policy for Teachers and School Staff release for implementation from Day 1 2021. The policy incorporates best practices for professional learning, known as high impact professional learning, and is accompanied by a comprehensive suite of support resources. |
| <p>Build a strong pipeline of leaders through early talent identification, systematic induction of new principals and delivering high quality development programs for current and aspiring school leaders through a School Leadership Institute.</p> | <p>Government</p> | <p>2019</p> | <p><u>Government sector – Implementation completed in 2019/20, activities will be ongoing.</u></p> <ul style="list-style-type: none"> • NSW is delivering a new program, Principal Leadership Learning, for principals with 3 or more years’ experience to support their ongoing growth. • NSW is in the process of developing a School Leadership Identification Framework (SLIF) to support school executive to identify and develop future leaders. It is complete and will be released in 2022 at an appropriate time. • NSW continues to deliver the School Leadership Strategy which aims to recognise and develop leadership and strengthen system leadership between leaders and networks of schools. NSW continues to develop and support current and future school leaders by providing innovative and evidence-informed programs through |

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| | | | <p>the School Leadership Institute for middle leaders, deputy principals and principals.</p> <ul style="list-style-type: none"> • NSW continues to provide the Aspiring Principals Leadership Program which provides an intensive, evidence-informed and action-oriented course to equip school or system leaders to lead improvement in student learning. • NSW continues to provide the Growing Great Leaders Program for newly appointed principals following their induction. |
| <p>Lifting the Burden to allow schools to focus on teaching and learning</p> <ul style="list-style-type: none"> • Reduce the administrative burden on schools, principals and teachers to increase the amount of time to focus on high quality teaching and learning. | Government | 2019 | <p><u>Government sector – Implementation completed in 2019/20, activities will be ongoing.</u></p> <ul style="list-style-type: none"> • The School Success Model is the department’s evidence-led approach to improving student outcomes. As a system we are working differently and in new ways to help schools respond to challenges and continue to focus on learning and lifting student outcomes. • The model aims to strengthen shared accountability by putting in place clear school performance targets for corporate leaders so that the system is driving towards shared priorities that align with school planning and focused on activities that ensure time spent at school is focused on what matters most – leading, teaching and supporting students. • The NSW Department of Education’s Quality Time project aims to simplify, modernise and reduce administrative processes and |

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| <ul style="list-style-type: none"> De-cluttering the curriculum as part of the NESA review. | All sectors | 2020 | <p>practices so teachers, principals and school based non-teaching staff can focus on the work that matters most – teaching, leading and supporting learning. In September 2021, the department sought feedback on proposed initiatives and gathered further suggestions for improvement. Over 4,000 submissions were received from teachers, school based non-teaching staff, principals, parents and community members. Key themes were also discussed during quarterly meetings with stakeholder groups, including the Minister’s Quality Time Working Group. The feedback that staff provided has informed the addition of over 40 new initiatives that are underway or being explored.</p> <p><u>All sectors – De-cluttering the curriculum – work is ongoing.</u></p> <ul style="list-style-type: none"> Following the response to the Curriculum Review in 2020, the NSW Government is currently undertaking a comprehensive reform program for the curriculum that will result in: <ul style="list-style-type: none"> stronger foundations for future learning, more time for teaching strengthened post-school pathways, and a completely new curriculum by 2024. Progress to date includes the November 2021 release of the K-2 English and Mathematics syllabuses, which will be implemented in schools from 2023, an ongoing review of the F-10 curriculum and NSW Curriculum Reform activities, the establishment of the |

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| <ul style="list-style-type: none"> Harmonising the Commonwealth / State administrative arrangements. | Non-government | 2019 | <p>Teacher Expert Network (TENs), and a release of syllabuses on a new digital platform.</p> <ul style="list-style-type: none"> In 2021, NSW withdrew endorsement for Stage 5 School Developed Board Endorsed Courses (SDBECs) and introduced strengthened endorsement criteria for Stage 6 SDBECs. The remaining Stage 5 SDBECs continue to be taught and will be included on the RoSA credential until the end of 2022. A total of 85 SDBECs will be removed by 2022 (68%). <p><u>Both non-government sectors – Harmonising the Commonwealth/State administrative arrangements – Implementation completed in 2019/20, activities will be ongoing.</u></p> <ul style="list-style-type: none"> NSW is working with the Commonwealth to harmonise financial and administrative regulatory arrangements, reducing the administrative burden on non-government schools and improving regulatory oversight and processes. In 2021, NSW worked with the Commonwealth to review current regulatory arrangements and identify a range of opportunities to simplify, align and strengthen regulatory processes, in consultation with the non-government sectors. In 2021, AISNSW explored new areas for harmonisation with the Commonwealth, including the potential to harmonise the registration and approval process. |

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| | | | <ul style="list-style-type: none"> • AISNSW continued to work with independent schools during 2021, to implement the strengthened accountability measures for the financial acquittal obligations. |
| <p>Targeted initiatives to improve system and school effectiveness</p> <ul style="list-style-type: none"> • Provide tailored support to improve every school, from capability-building to targeted intervention, using the School Excellence Framework to identify need and drive improvement. | <p>All</p> <p>Government</p> | <p>2019</p> <p>2019</p> | <p><u>Government sector – Implementation completed in 2019/20, activities will be ongoing.</u></p> <ul style="list-style-type: none"> • NSW has strengthened its school planning process through the School Excellence Policy and School Excellence Framework (PDF 291kB), which outlines NSW's commitment to school planning, ongoing self-assessment, annual reporting and external validation. • Ongoing self-assessment and the ability for NSW government schools to seek assistance with a school development review help to provide a clearer line of sight from the school to the system and • further inform the type of support a school may receive as part of the engagement with the School Success Model. • In 2021 a tiered approach to system support was introduced with universal, guided and strategic support being provided across priority areas, including reading and numeracy and attendance. This support was targeted based on school performance data, in order that support is provided to those schools who need it most, relative to their improvement trajectory. • Under the School Success Model, a Universal Resource Hub was launched which contains quality-assured, evidence-based resources for use in the classroom and strategic school improvement. This has |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
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| | | | <p>helped ensure that all NSW government schools and teachers have easy access to evidence-based teaching resources.</p> <ul style="list-style-type: none"> • The School Success Model directs support to schools more effectively based on their needs and context. Three types of support are available to schools through the School Success Model. These include universal, guided or strategic support. • The School Success Model puts in place a new way to partner with schools to drive student success. This approach is a central aspect of the School Success Model. It means schools who are identified as needing targeted support will receive more guidance and high impact programs and resources tailored to their unique needs. • All NSW government schools have a comprehensive Strategic Improvement Plan that is aligned to student learning outcomes. Schools report annually on their achievements and progress towards the strategic directions identified in their Strategic Improvement Plan. • NSW government schools undergo an external validation of the evidence of their self-assessment of progress once during the four-year school planning cycle. Findings from the external validation will inform the development of the school's Strategic Improvement Plan. • To supplement NAPLAN data, Check-in assessments are available to all NSW Government schools and provide teachers with access to student assessment information quickly. This supports the identification of how students are performing in literacy and |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
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| | | | <p>numeracy and helps teachers tailor their teaching more specifically to student needs. Teachers are then able to use the Universal Resource Hub to locate relevant evidence-based resources to target their teaching to student need.</p> <p><u>CSNSW – partially completed/some work is ongoing.</u></p> <ul style="list-style-type: none"> • Biannual CSNSW State of the System reports were delivered to CSNSW Ltd Members in 2019, 2020 and 2021. This reporting will continue in 2022. • Investigation of streamlined registration processes for Catholic schools that are part of systems. <p><u>AISNSW – partially completed/some work is ongoing.</u></p> <ul style="list-style-type: none"> • In 2021, AISNSW continued delivering targeted support to aid schools in the review of education quality provided. • Assistance was also provided to Principals and Boards to plan and • implement evidence-based school improvement strategies specific to each context. • Throughout 2021, participating schools received strengthened tailored support via face-to-face onsite school visits and remote delivery (online and telephone). This targeted and flexible support has continued to add value to schools during the further disruptions caused by the COVID-19 pandemic in NSW in 2021. |

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| <p>The Commonwealth will work with NSW to address identified NSW teacher workforce needs (particularly in the areas of maths and science) including through the development of a national and state-specific teacher workforce strategy reflecting respective areas of responsibility.</p> | <p>All sectors</p> | <p>2019</p> | <p><u>All sectors – Implementation completed in 2019/20, activities will be ongoing.</u></p> <ul style="list-style-type: none"> • NSW continues to deliver the <u>Early Childhood Education Workforce Strategy 2018-2022 (PDF 5.3MB)</u>, which supports the workforce to obtain qualifications and experience to prepare them for the workplace. • In 2021, DoE continued to deliver on the recommendations from the 2019 Auditor-General’s Performance Audit Report on the supply of secondary teachers in STEM-related disciplines, including: <ul style="list-style-type: none"> ○ Offering 41 teach.MathsNOW scholarships to successful STEM undergraduates and STEM industry professionals seeking a career change to teaching. ○ Appointing 11 teachers who retrained in a STEM related subject into permanent positions in government schools as they become available and awarding 15 scholarships to teachers undertaking studies to retrain in a STEM related subject. ○ Appointing 71 scholars who completed an initial teacher education qualification in a STEM related subject into permanent positions at government schools as they become available |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
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| | | | <p>The NSW Government is investing \$125 million over the next four years in the NSW Teacher Supply Strategy.</p> <ul style="list-style-type: none"> • The Strategy is an evidence-based plan to continue to attract and grow quality teachers, with the right subject qualifications, to locations where they are needed, to support and advance our students. • It aims to grow the workforce by improving attraction to teaching, re-training and upskilling more teachers to specialise in high demand subjects, and boosting teacher supply in regional and remote communities. <p><u>CSNSW – Implementation completed in 2019/20, activities will be ongoing.</u></p> <ul style="list-style-type: none"> • As a result of CSNSW’s Efficiency and Effectiveness mandate and the development of reporting frameworks to support Catholic school agencies, CSNSW began an ongoing project to analyse and report system-wide workforce data. This project continued in 2021 with a strategic review of Catholic education workforce and collaboration with AITSL as it develops the National Teacher Workforce Strategy. <p><u>AISNSW – Implementation completed in 2019/20, activities will be ongoing.</u></p> <ul style="list-style-type: none"> • In 2021, AISNSW continued to support this strategy by engaging in consultations with AITSL and the NSW Government. |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
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| <p>Strengthen accountability measures for non-government schools that receive state funding, initially through development of memoranda of understanding with the sectors.</p> | <p>Non-government</p> | <p>2019</p> | <p><u>Both non-government sectors – implementation completed in 2019/20, activities are ongoing.</u></p> <p>NSW executed <u>memoranda of understanding</u> (MoU) with AISNSW and CSNSW, effective from January 2020. Commitments made under the MoU have either been delivered or are ongoing.</p> <ul style="list-style-type: none"> • In 2021, school systems provided block allocation reports to the Department for the first time, reporting on their needs-based distribution of State funding. • In 2021, NSW developed the Non-Government Schools Outcome Budgeting Framework to align schools’ financial and performance reporting with the NSW Government’s Outcome Budgeting policy. • NSW submitted the Non-Government School Sector Outcome Report 2021 to the Minister for Education and Early Learning in December 2021, reporting on aggregate non-government school sector-level outcomes. <p><u>CSNSW – implementation completed in 2019/20, activities are ongoing.</u></p> <ul style="list-style-type: none"> • CSNSW continues to be represented on the NSW Non- Government Schools Not-For-Profit Advisory Committee, which is directly responsible to the NSW Minister for Education for ensuring the financial responsibility and accountability of schools receiving NSW Government funding. |

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| | | | <p><u>AISNSW – implementation completed in 2019/20, activities are ongoing.</u></p> <ul style="list-style-type: none"> • Since the Memorandum of Understanding was signed, AISNSW has continued to participate in the Accountability Working Group (ACG), working with DoE and CSNSW implement the Implementation Plan. • Independent schools accessed specialised professional learning and targeted school support in compliance from AISNSW in 2021. • Throughout 2021, AISNSW provided governance training to boards of independent schools through face to face and online learning. AISNSW also strengthened online on-demand modules for boards to enhance financial governance skills and capability. • AISNSW actively participated in the NSW Non-Government Schools Not-For-Profit Advisory Committee. |
| <p>Implement a school level investment strategy to ensure that needs-based funding makes an impact on student learning through effective expenditure, aligned to school planning.</p> | <p>Government</p> | <p>2019</p> | <p><u>Government sector – implementation completed in 2019/20, activities are ongoing.</u></p> <ul style="list-style-type: none"> • NSW continues to distribute funding to government schools through the Resource Allocation Model (RAM). • Needs-based funding is explicitly aligned with the School Excellence Policy and School Excellence Framework (PDF 291kB). |

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Reform Direction C – Enhancing the national evidence base

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
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| <p>Establish a Catalyst Lab to explore and test innovative educational practice in partnership with schools and other partners.</p> | <p>Government</p> | <p>2019</p> | <p><u>Government sector – implementation completed in 2019/20, activities are ongoing.</u></p> <ul style="list-style-type: none"> • DoE integrated the Catalyst Lab Innovation Program within the Transformation Unit to provide focus, structure and resources to build innovative thinking in the development of new systems and services. • Launched the Ambassador Schools program which is designed to recognise and share effective teaching practices. <ul style="list-style-type: none"> ○ A workstream of the School Success Model, the Ambassador Schools research program recognises schools achieving high performance compared to contextually similar schools and conducts research to identify the effective practices that can be scaled. ○ The Ambassador Schools Research Centre has been established with university partners to build a robust evidence base of effective, high-impact and contextually relevant practices that will help us generate a strong evidence base about the factors that drive high performance in schools across NSW government schools. • Similarly, the Best in Class program saw outstanding government school teachers from across the state with proven track records of excellence to drive ongoing improvement across the system. |

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| | | | <ul style="list-style-type: none"> • The School Success Model is an innovative program and state-wide response to improving student outcomes, which is being led by the transformation unit. It establishes a new way to support • schools and directs support to schools more effectively based on their needs and context. Three types of support are available to schools through the School Success Model. These include universal, guided or strategic support. • The School Success Model considers local school data and system data to identify schools for the right support. This ensures consistency in the work that is deployed by the system. The types of data that typically inform the delivery of support include school planning and self-assessment data, other local data shared by the school executive team and system data such as NAPLAN or checkin results. • As part of this work a new Universal Resources Hub has been established for teaching staff which includes resources for teaching, learning and school improvement. All resources on the Universal Resources Hub will have undergone a review through a newly established quality assurance review process. This process ensures all universal resources made available to schools meet their needs, support school improvement and are of high quality and underpinned by evidence-based practices. |

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| | | | <ul style="list-style-type: none">• The Department is seeking to continuously strengthen its partnership with students, learners, parents, carers, their representatives, and school staff in the development of new initiatives and has established two new directorates to drive this agenda:<ul style="list-style-type: none">○ Service Experience○ Student and Parent Experience. |