

National School Reform Agreement

**Western Australia Bilateral Agreement:
2021 Progress Report**

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

Executive Summary

In 2021, Western Australia continued to meet its Bilateral Agreement commitments as part of the *National School Reform Agreement (NSRA)*.

The State's public, Independent and Catholic school sectors worked collaboratively, supporting school principals, teachers, and other support staff to continue progressing and implementing Western Australia's agreed reform actions in 2021 while contending with the challenges posed by the COVID-19 pandemic.

The ongoing commitment to excellence and equity by school staff across the State ensured that all Western Australia's students were supported to learn and achieve their best, feel engaged and connected to their school, and continue to develop the knowledge, skills, and capabilities they will need for post-school education, training and modern workplaces.

In 2021, all agreed reform actions have been completed or are on track. Key highlights are outlined below:

Reform Direction A – Support students, student learning and achievement

- All sectors continued to provide a range of professional development, resources and strategies to promote and support student mental health, wellbeing, engagement, learning and positive behaviour.
- The number of Western Australia schools using formative assessment tools through Brightpath, to support student learning, continued to increase in 2021.

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

- The Aboriginal Cultural Standards Framework continued to drive reform in public schools aimed at strengthening engagement, wellbeing and achievement of Aboriginal students and building strong partnerships between families and schools.
- The State's public, Catholic and Independent school sectors all completed important school leadership reforms in 2021, providing better leadership talent identification, development and support for aspirant and/or existing principals.
- All sectors continued to provide professional development and support for quality teaching, culturally responsive schools and Science, Technology, Engineering and Mathematics (STEM). For example, the Independent school sector completed enhancements in 2021 to its leadership development program, focused on building cultures of teaching excellence.

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Reform Direction C – Enhancing the National Evidence Base

- Western Australia's schooling sectors continued to support teachers to make accurate judgements for the annual national collection of data on students with disability and participated in working groups and consultation forums for a range of national reforms and initiatives designed to enhance the national evidence base.

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Progress Against Each Reform Direction

Reform Direction A – Support students, student learning and achievement

Improving student engagement and wellbeing in schools

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Improved strategies to support positive behaviour consulting with key stakeholders, training for staff, changes to departmental policies, a positive parenting program for early intervention and a youth forum.	All Sectors	Ongoing	<p>Ongoing <i>Department of Education (DOE)</i></p> <ul style="list-style-type: none"> Free Triple P (Positive Parenting Program) seminars continued to be offered to parents of students in the early years of school and those transitioning into secondary schooling. The program was delivered to 4,439 parents. The 4 sites of the School of Alternative Learning Settings (ALS) continued to support students with violent or aggressive behaviour to develop positive behaviour change and transition back to school or into a long-term education program. In 2021, the State Government announced plans to establish an additional 8 ALS sites during 2022 and 2023, with a site in each education region. <p>Ongoing <i>Catholic Education Western Australia (CEWA)</i></p> <ul style="list-style-type: none"> A Wellbeing Strategic Framework was developed which integrates positive behaviours and mental health. Three additional wellbeing consultants were employed to support schools online and in situ. Team Teach continued to be offered in schools.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Ongoing Association of Independent Schools Western Australia (AISWA)</p> <ul style="list-style-type: none"> • Team Teach was delivered to 299 staff, 14 schools including several remote Aboriginal schools. • Consultation and professional learning was provided across several schools on topics such as understanding behaviour in the context of the neurobiology of challenging behaviour, development of self-regulation and behaviour policy development. • A new Curriculum and Re-engagement School opened in 2021: Indie School Western Australia.
<p>Increase beginning teacher expertise in developing positive behaviour and incorporate de-escalation training into the Graduate Teacher Program.</p>	<p>All Sectors</p>	<p>Ongoing</p>	<p>Ongoing DOE</p> <ul style="list-style-type: none"> • Mandatory training in de-escalation and positive handling of aggressive behaviour continued for all graduate teachers (672) employed in public schools. <p>Ongoing CEWA</p> <ul style="list-style-type: none"> • The Early Career Teaching (ECT) program includes modules on promoting and reinforcing positive student behaviours. • A dedicated consultant has oversight of the ECT program. • As part of the ECT program, experienced classroom practitioners are appointed as mentors, with a focus on increasing classroom behavioural management.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> ECT training in Kimberley schools specifically nuanced to support positive behaviours amongst Indigenous students. <p>Ongoing AISWA</p> <ul style="list-style-type: none"> Beginning teachers (39) received training from experienced teachers and the School Psychology Service on developing positive behaviours and co-regulation techniques.
Deliver professional learning to support student health and wellbeing in schools.	All Sectors	Ongoing	<p>Ongoing DOE</p> <p>A range of professional learning opportunities were provided to teachers, school leaders and other community members working with young people, to increase their capacity to support student health and wellbeing, including:</p> <ul style="list-style-type: none"> Gatekeeper Suicide Prevention training to 1,197 school staff. Youth Mental Health First Aid training to 1,075 school staff. <p>Ongoing CEWA</p> <ul style="list-style-type: none"> Professional learning was delivered within the context of the new Student Wellbeing Strategic Framework. For example, a course to build the capacity of staff to lead wellbeing in their schools was delivered to all principals in the Geraldton Diocese, as part of a six-day Leaders of Wellbeing Program.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • The Student Wellbeing Strategic Framework continued to inform all professional learning and intervention; workshops and in-school visits assisted staff to understand and implement positive practices. • All Kimberley schools school staff have completed the Berry Street Education Model four-day course on trauma informed practices – commenced in 2020 and new staff in 2021. • Delivered Gatekeeper Suicide Prevention Courses and Youth Mental Health First Aid Courses – available to all schools. <p>Ongoing AISWA</p> <ul style="list-style-type: none"> • Beginning teachers (39) participated in workshops to support student engagement and wellbeing. • Mental health and wellbeing courses, including Youth Mental Health First Aid, Suicidal Person and Non-suicidal Self-injury, were delivered to 283 staff from across 37 schools.
Publish planning guides and fact sheets for schools and their communities to reduce bullying and violence.	All Sectors	Ongoing	<p>Ongoing DOE</p> <ul style="list-style-type: none"> • Schools promoted and participated in the National Day of Action against Bullying and Violence. • Schools continued to access online resources to assist them to implement processes to manage and reduce bullying. • As part of the State Government’s 10-point action plan to address violence in schools, the Voices against Violence campaign encouraged community discussion about violence in society and

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>provided parents and students with advice on how they can talk about violence and discuss their choices.</p> <p>Ongoing CEWA</p> <ul style="list-style-type: none"> • CEWA’s Child Safe Framework provides guidance on creating safe environments and school resources also produced. • Webinars were delivered to schools on harmful sexual behaviour. <p>Ongoing AISWA</p> <ul style="list-style-type: none"> • Schools participated in the National Day of Action against Bullying and Violence. • Schools continued to have access to information and resources across a range of issues, including bullying, mindfulness and mental health.
<p>Deliver professional learning to promote improved student health, well-being, and engagement in schooling. Share successful models of student engagement programs across schools and regions.</p>	<p>All Sectors</p>	<p>2019 (early mid) to 2020</p>	<p>DOE</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. <p>CEWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. <p>AISWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Publish planning guides and fact sheets for schools and communities to support re-engagement programs.	All Sectors	2019 (early – mid) to 2020	<p>DOE</p> <ul style="list-style-type: none"> • N/A - completed in 2020. <p>CEWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020. <p>AISWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020.

Improving classroom practice and virtual learning opportunities

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Deliver professional learning for the Vision for Learning and Five Teacher Practices to ensure consistency of approach across the system in classroom practice.	Catholic schools	2019 (late) to 2020	<p>CEWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing.
Continue to design and develop ViSN (virtual learning platform) extending the range of subjects available to Year 11 and 12 students and extending the number of enrolments.	Catholic schools	2019 to 2020	<p>CEWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing.

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Senior secondary transition

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Investigating university pathways, and trialling and implementing portfolio entry into university to evaluate the effectiveness pathways and outcomes for students in the first year of university.	Independent schools	2019 (late) to 2020	AISWA <ul style="list-style-type: none"> N/A – completed in 2020.
Contribute to national effort and discussion regarding the review of senior secondary education, pathways to work, further education and training and consideration of prerequisites for university entry.	All Sectors	2019 (early – mid) onwards	DOE <ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing. CEWA <ul style="list-style-type: none"> N/A – completed in 2020 and activities will be ongoing. AISWA <ul style="list-style-type: none"> N/A – completed in 2020 and activities will be ongoing.

General Capabilities (Australian Curriculum)

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Enhance the focus on General Capabilities, as outlined in the Australian Curriculum, for the various learning areas.	Public, Catholic and Independent schools	2018 to 2020	DOE <ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>CEWA</p> <ul style="list-style-type: none"> • N/A – completed in 2020 and activities will be ongoing. <p>AISWA</p> <ul style="list-style-type: none"> • N/A -completed in 2020 and activities will be ongoing.
Continue to support the use of formative assessment tools, such as Brightpath.	Public, Catholic and Independent schools	2018 to 2020	<p>DOE</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. • The number of Western Australian schools registered to use Brightpath continued to increase in 2021, to 682 schools at 31 December 2021, including 524 public schools. <p>CEWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. <p>AISWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing.

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

New Public School Review process

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Public School Review (PSR) will provide assurances to the Minister, Director General and school communities that public schools are operating effectively and delivering high quality education to its students.	Public schools	2018 to 2023	<p>Implemented and ongoing. <i>DOE</i></p> <ul style="list-style-type: none"> Two hundred and eighty-six PSRs were conducted in 2021.
School principals, in collaboration with school staff, will critically assess data and other evidence related to student achievement and school operations, as a basis for decisions about the actions required to maximise achievement across all student cohorts, including priority equity cohorts.	Public schools	2018 to 2023	<p>Implemented and ongoing. <i>DOE</i></p> <ul style="list-style-type: none"> School Performance Monitoring and other school/student data systems were maintained and enhanced to support public schools with key data and analytics for self-assessment and reporting. Public schools continued to assess their performance against the 5 domains of the School Improvement and Accountability Framework, in addition to student achievement and progress.
Public schools will undertake and submit a school self-assessment using an educative electronic school assessment tool (ESAT) that provides verifiable judgments about student achievement and school operations.	Public schools	2018 to 2023	<p>Implemented and ongoing. <i>DOE</i></p> <ul style="list-style-type: none"> All 286 schools that underwent a PSR conducted a school self-assessment using the ESAT.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Public schools will make student achievement, both academic and non-academic, the central priority of school self-assessment, including a focus on priority equity cohorts, where applicable.	Public schools	2018 to 2023	<p>Implemented and ongoing. <i>DOE</i></p> <ul style="list-style-type: none"> The PSR process continues to validate the school’s effectiveness in creating and sustaining the conditions for student success, including for priority equity cohorts.
Performance validation will be identified through a subsequent report that includes the school’s responsiveness to key elements of school effectiveness and will reflect the school’s compliance with corporate reporting requirements.	Public schools	2018 to 2023	<p>Implemented and ongoing. <i>DOE</i></p> <ul style="list-style-type: none"> Reports on performance were provided to all 286 schools that underwent a PSR.
All public schools will be reviewed on a continuing three-year cycle using both system and school-based information.	Public schools	2018 to 2023	<p>Implemented and ongoing. <i>DOE</i></p> <ul style="list-style-type: none"> At the end of 2021, 702 (87 percent) of the State’s 807 public schools have been reviewed. It is expected that all public schools will have undertaken their first public school review by the end of Term 2, 2023. The review schedule may be impacted by other factors such as pauses in school review processes due to COVID-19.

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A PSR implementation review will be undertaken at the conclusion of 2021 (i.e., first year of cycle).	Public schools	2018 to 2023	<p>Deferred to 2023.</p> <p>DOE</p> <ul style="list-style-type: none"> • Following a review, a new PSR process was introduced from Term 3, 2020. • The 2021 planned review of the new process's implementation was deferred to 2023 to enable the PSR team to focus on conducting PSRs temporarily delayed by the impacts of COVID-19 on schools during 2020 to 2022.

Support for school leaders

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Improved talent identification and selection through better-targeted and differentiated leadership development and support programs.	Public/ Catholic schools	2019 (early/mid) to 2020	<p>DOE</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. <p>CEWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. • Talent Id has been contextualised and embedded in the full suite of leadership programs including for aspiring and emerging principals. It includes tailored leadership skill development, tools such as the 360-degree reflective processes, coaching and mentoring. Contextualising Talent Id within leadership programs ensures that

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			leadership skills development is experience-relevant and provides a platform for professional and personal growth.
Introduction of a new leadership talent identification process. Review principal selection processes and trial alternative resources.	Public schools	2019 (early/mid) to 2020	<p>DOE</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. • The new leadership talent identification and development process, the Aspirant Principal Preparation Program, continued. • A trial of the new approach to principal selection, placement and integrated workforce planning strategies began in 2021. It includes a full suite of innovative assessment tools and application processes. Post placement transition supports are also in development. • An Executive Recruitment Team was also implemented from 2021 to streamline processes.
Implement self-assessment development analysis using the Principal Performance Improvement Tool.	Public and Independent schools	2019 (early/mid) to 2020	<p>DOE</p> <ul style="list-style-type: none"> • Completed and activities will be ongoing. • A pilot was undertaken with 10 principals and completed in 2021. • Principals were advised in 2021 of an enhanced Principal Professional Review process and the requirement for self-reflection against the Principal Performance Improvement Tool and the Personal Attributes for Leadership. The self-reflection is validated by a review team on a 3-year cycle. <p>AISWA</p> <ul style="list-style-type: none"> • N/A - completed in 2021 and activities will be ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> Principals, School Boards and Councils were provided with information and training on the use of Principal Performance Improvement Tool. New principals received training on the use of the Principal Performance Improvement Tool.
Introduction of a new leadership program where aspiring leaders are encouraged to self-select into the relevant programs.	Public and Independent schools	2019 (early/mid) to 2020	<p>DOE</p> <ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing. <p>AISWA</p> <ul style="list-style-type: none"> Completed in 2020.
Develop and implement a 'Transition Support program' for new principals.	Public and Independent schools	2019 (early/mid) to 2020	<p>DOE</p> <ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing. <p>AISWA</p> <ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.
Support for the 'WA Public School Leadership Strategy 2018-2021' that will comprise 10 projects, with each of these projects having a focus on supporting leaders from diverse backgrounds and different school contexts. One project has as its explicit focus a suite of early identification and development	Public schools	2018 to 2021	<p>DOE</p> <ul style="list-style-type: none"> Ongoing. Programs arising from the Leadership Strategy 2018 – 2021 continued to enhance the quality and capacity of school leaders in Western Australian public schools. The programs and initiatives developed and implemented under the Strategy have:

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
opportunities tailored for Aboriginal people who aspire to school leadership.			<ul style="list-style-type: none"> ○ created a strong pool of potential school leaders through a process of identifying talent early, offering structured opportunities for development, immersion and feedback, and linking to more sophisticated assessment as part of selection ○ ensured all current and future school leaders are continually supported to grow professionally; and each has access to targeted and differentiated opportunities for development to support their professional capacity and expand their sense of competence and wellbeing ○ made certain that principals are able to continually and effectively monitor, and improve their performance through access to the right data, the right tools and the right people ○ ensured colleagues provide informed performance feedback and identify relevant development and support options built diverse and well-structured opportunities for high performing and credible school leaders to inform, support and lead system improvement, including at each point of the leadership pipeline (identification, development, selection and support). ● Of the 10 projects the following 9 were implemented: <ul style="list-style-type: none"> ○ Leadership talent identification and development. ○ A new principal selection process. ○ Principal transition support. ○ Regional and remote leadership development and support. ○ Differentiated leadership development programs.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> ○ System leadership. ○ Aspirant Aboriginal leaders' program. ○ Leadership wellbeing. ○ Principals' performance management and feedback. ● The following project was delayed due to COVID-19: <ul style="list-style-type: none"> ○ Leading cultures of teaching excellence.
<p>Implement the 'Aspirant Aboriginal Leaders' project that includes the Department co-developing:</p> <ul style="list-style-type: none"> ○ an aspirant Aboriginal statement with key stakeholders, current and aspirant Aboriginal leaders; ○ a suite of development opportunities with Aboriginal leaders, including a career pathway program that is specifically targeted to the needs of aspirant Aboriginal leaders; and ○ a mentoring and coaching support structure contextualised to support aspirant Aboriginal leaders. 	Public schools	2018 to 2021	<p>DOE</p> <ul style="list-style-type: none"> ● N/A - completed in 2021 and activities will be ongoing. ● A project steering group including Aboriginal community leaders built on the co-design work and feedback from aspirant Aboriginal leaders who participated in the 2020 trial of the Djiraly-ak djinda bidi (North Star) program. ● The program supports aspirant Aboriginal leaders to identify their career and leadership goals, their 'North Star', and the support they require to achieve those goals.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Enhance the Leadership Development program focused on 'Building Cultures of Teaching Excellence'.	Independent schools	2019 (mid/late) to 2020	<p>AISWA</p> <ul style="list-style-type: none"> • N/A - completed in 2021 and activities will be ongoing. • A range of professional learning was provided to support schools to build cultures of teaching excellence. • Leadership development was provided for middle leaders through the implementation of High Impact Teaching Strategies in schools. • Teaching and leadership networks were convened, including for primary leaders, curriculum leaders and new principals.
Introduction of the Lead Principal role to ensure all principals receive professional and personalised support from a highly credible colleague.	Independent schools	2019 (mid/late) to 2020	<p>AISWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing.
Early Career Teachers program to provide opportunities for teachers in their first and second year of practice to network and develop their capabilities.	Independent & Catholic schools	2019 (early/mid)	<p>CEWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. <p>AISWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing.
Implement the School Climate Survey to provide leaders with information regarding the cultural climate of their organisation.	Catholic schools	2019 (early/mid)	<p>CEWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. <ul style="list-style-type: none"> ○ In 2021, 102 Catholic schools participated in the School Climate Survey.

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Recruitment and management of staff in remote areas

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Development of professional teaching and leadership networks in remote schools across regions and sectors via remote school conferencing, social media, and video conferencing.	Independent schools	2019 (mid/late) to 2020 (mid)	AISWA <ul style="list-style-type: none"> N/A - completed in 2019 and activities will be ongoing.
Establishment of a process for remote teachers and leaders to undertake the certification at Highly Accomplished and Lead Teacher level.	Independent schools	2019 (mid/late) to 2020 (mid)	AISWA <ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.

Teacher workforce

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Support national discussion and effort related to initial teacher education and the teacher workforce, including future arrangements to contribute to the Australian Teacher Workforce Data Strategy.	All Sectors	2019 (mid/late) onwards	DOE <ul style="list-style-type: none"> Completed in 2020 and activities will be ongoing. In October 2021, the Teacher Registration Amendment Bill 2012 was given legislative drafting priority to be introduced to the Western Australian Parliament in 2022. CEWA <ul style="list-style-type: none"> Completed in 2020 and activities will be ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>AISWA</p> <ul style="list-style-type: none"> Completed in 2020 and activities will be ongoing.

Aboriginal Cultural Standards Framework

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Provide professional learning and evidence-informed resources to increase the capacity of teachers to embed Aboriginal histories, cultures and languages into their classroom practice.</p>	<p>Public schools</p>	<p>Ongoing</p>	<p>Ongoing DOE</p> <ul style="list-style-type: none"> The Aboriginal Cultural Standards Framework continued to drive the Department's work to strengthen the wellbeing, engagement and achievement of Aboriginal students and to build strong partnerships between families and schools. The Department delivered 66 professional learning workshops to 2,651 principals, teachers, Aboriginal and Islander education officers, graduate school psychologists and central senior leaders to support the creation of culturally responsive schools. Through online and face-to-face professional learning events, 395 participants increased their capacity to embed Aboriginal and Torres Strait Islander histories and cultures into their classroom practice. Twenty-four Aboriginal languages were being taught across 68 Western Australian public schools to 9,617 students in Semester 2.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Undertake case studies with a sample group of schools, in a range of contexts to capture promising practices on the use of the Framework in their local context, for sharing across schools and networks. The case studies will be used to inform the Department’s approaches to supporting schools with implementation.</p>	<p>Public schools</p>	<p>Ongoing</p>	<p>DOE</p> <ul style="list-style-type: none"> • N/A - completed in 2021 and activities will be ongoing. • An Aboriginal education research project in 11 secondary schools was completed in 2020 to identify emerging practices and whole-school approaches to optimise the conditions for learning for Aboriginal students, particularly vulnerable Aboriginal secondary students. • Learnings from the project have been incorporated into professional learning, advice, and guidance to support schools implement the Aboriginal Cultural Standards Framework and strengthen culturally responsive approaches in schools.
<p>Provide targeted support to build the capability of school leaders to use the Framework to develop and sustain an individual and school-wide focus on improving the participation, engagement and achievement of Aboriginal students and drive improvement planning.</p>	<p>Public schools</p>	<p>Ongoing</p>	<p>Ongoing DOE</p> <ul style="list-style-type: none"> • The Department continued to provide targeted professional learning, advice and guidance for teachers, school leaders and identified Department staff to develop their understanding of the Aboriginal Cultural Standards Framework and their responsibility for, and role in, creating culturally responsive classrooms. • The co-design of a Culturally Responsive School Leadership program prototype for principals commenced in 2021, with the support of school principals, Noongar Elders and community leaders, and the Centre for Social Impact. The program will target

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			experienced school principals and is anticipated to start in Semester 2, 2022.
Implement the Transforming Lives strategy to 'close the gap' between the achievement and retention of Aboriginal students and their non-Aboriginal peers.	Catholic schools	2019 to 2020	CEWA <ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.
Investigate opportunities to extend Cultural Competency online professional development from initial trial with Catholic Education Western Australia (CEWA) office staff to all state-wide CEWA employees.	Catholic schools	2018 to 2019 (early)	CEWA <ul style="list-style-type: none"> N/A - completed in 2019 and activities will be ongoing.

Science, Technology, Engineering & Maths (STEM)

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Professional learning and the levels of teaching resources are being enhanced through service arrangements with SciTech to build capacity of teachers to implement STEM education.	Public schools	2018 to 2021	DOE <ul style="list-style-type: none"> N/A - completed in 2020 and activities will be ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Targeted program for low socio-economic schools to build STEM interests, aspiration and capability in STEM.	All Sectors	2018 to 2019	<p>DOE</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. <p>CEWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. <p>AISWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing.
Develop a 'Pick and Buy' list of endorsed resources to support STEM programs in schools.	All Sectors	2018 to 2019	<p>DOE</p> <ul style="list-style-type: none"> • N/A - completed in 2019 and activities will be ongoing. <p>CEWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. <p>AISWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing.
Publish advice on age-appropriate pedagogy, skills and capabilities for STEM and on-line resources, including KodeKLIX.	All Sectors	2018 to 2019	<p>DOE</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. <p>CEWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing. <p>AISWA</p> <ul style="list-style-type: none"> • N/A - completed in 2020 and activities will be ongoing.

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Reform Direction C – Enhancing the national evidence base

Nationally Consistent Collection of Data for Students with Disability (NCCD)

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Reporting in a nationally consistent manner on students with disability and the adjustments these students receive to enable schools to evaluate their learning and support systems.</p>	<p>All Sectors</p>	<p>2019 to 2023</p>	<p>Ongoing <i>DOE</i></p> <ul style="list-style-type: none"> • The Department contributes to the development of the national resources to support the NCCD. • School staff continued to be provided with professional learning on the NCCD. • The Department developed a self-paced online module about supporting students with an imputed disability under the NCCD, with 313 staff completing the module by the end of 2021. <p>Ongoing <i>CEWA</i></p> <ul style="list-style-type: none"> • School leadership and teaching staff were provided with professional learning on the NCCD in 2021, which included a regional professional learning (19 schools, 28 participants); individual whole-school professional learning (15 schools) and NCCD information webinar (131 participants). • Professional learning was promoted through the NCCD portal e-learning modules. • The NCCD Guidelines 2021 were promoted to schools to support accurate data reporting.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • The 2021 NCCD data was analysed to highlight trends and significant data variations of individual schools and system wide. Data analysis was used to inform and guide follow-up, discussion, and determine further professional learning for individual schools. <p>Ongoing AISWA</p> <ul style="list-style-type: none"> • AISWA provided learning sessions and support across the following areas: <ul style="list-style-type: none"> ○ NCCD information and moderation sessions ○ moderation and audit sessions for individual schools ○ the use of the NCCD portal to assist staff to make reasonable adjustments ○ reporting and evaluation of student learning and support systems. • Individual assistance was offered to schools in the post enumeration process.
Teachers make evidence-based decisions about the level of adjustment being provided for each student with disability, and the broad category of disability, to achieving quality teaching for all students.	All Sectors	2019 to 2023	<p>Ongoing DOE</p> <ul style="list-style-type: none"> • Supporting materials specific to the Western Australia context continued to be promoted to support school leaders with whole-school approaches and processes to the NCCD.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Moderation sessions for all school settings continued to be delivered to increase consistency of understanding and reliability of teacher’s professional judgments. <p>Ongoing CEWA</p> <ul style="list-style-type: none"> • Schools were provided with NCCD professional learning in 2021, including within-school and cross-school moderation sessions. • National NCCD portal ‘Resources and Tools’ and ‘Professional Learning’ resources continued to be promoted to schools to support whole-school processes for the NCCD and the ongoing development of teacher knowledge regarding quality teaching practices for all students and consistent evidence-based decision making with regards to the NCCD. • Support was provided for schools’ moderation processes, to build sector consistency of NCCD decision making and improve quality teaching practice for all students. <p>Ongoing AISWA</p> <ul style="list-style-type: none"> • Moderation sessions for schools were delivered to increase consistency and reliability of teacher judgements. • Teachers’ understandings of making evidence-based decisions around levels of adjustment and understanding definition of disability under the <i>Disability Discrimination Act 1992</i> were supported and developed through participation in differentiation

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			and writing documented plans, support in the use of the NCCD portal, and auditing of their data and support programs.
Regular collection of data to assist with the evaluation and adjustments to learning and support systems.	All Sectors	2019 to 2023	<p>Ongoing DOE</p> <ul style="list-style-type: none"> Guidance materials and professional learning continued to be provided to support schools with data collection and reporting processes. <p>Ongoing CEWA</p> <ul style="list-style-type: none"> Teachers and school leadership teams continued to be directed to the information and supporting resources in the national NCCD portal, to improve data collection processes, and inform required learning and support system improvements. Professional learning and consultancy was provided, at the point of need, to support school leadership and individual teachers with developing, documenting, monitoring, and evaluating adjustments. Support was provided to schools and individual teachers through observation, feedback and collaboration in student Independent Education Plan meetings and review of documented plans. Support was provided to Learning/Disability Support Coordinators to review and improve school learning and support systems.

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			<p>Ongoing <i>AISWA</i></p> <ul style="list-style-type: none"> Schools were supported through online and face-to-face professional learning, consultancy, networks and access to resources through the national portal. Regular newsletters supported schools by providing information at the point of need. Moderation support was offered to schools.

Enhancing the evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Contribute to national discussion and efforts relating to a national unique student identifier, an independent national evidence institute, and improving national data quality, consistency, and collections.</p>	<p>All sectors</p>	<p>Life of the Agreement</p>	<p>Ongoing <i>DOE</i></p> <ul style="list-style-type: none"> The Department is represented on national working groups for the development of the unique student identifier (USI), the national evidence institute (the Australian Education Research Organisation), and for national data quality, collection and reporting efforts such as the National School Statistics Collection and Report on Government Services. Representatives were active participants in the Schools Policy Group, and Australian Curriculum, Assessment and Reporting Authority's National Assessment, Data and Reporting Reference

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Group, which contributed to these and other national data initiatives.</p> <p>Ongoing CEWA</p> <ul style="list-style-type: none"> • Continued to contribute to various national working parties associated with these initiatives and data collection and quality more broadly. • Also contributed to national data initiatives through the National Catholic Education Council. <p>Ongoing AISWA</p> <ul style="list-style-type: none"> • Continued to regularly consult with and provides feedback to national data initiatives through Independent Schools Australia. • Continued to be represented on various national committees and working groups, as well as state-wide cross-sectoral groups related to national data improvements.