

National School Reform Agreement

New South Wales Bilateral Agreement: 2022 Progress Report

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Executive Summary

In 2022, NSW continued to deliver a 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 made considerable progress towards each of the reform initiatives marked for action in 2019, 2020, 2021 and 2022, which align with the national reform directions of the National School Reform Agreement (see also NSW's Bilateral Agreement Report for 2019, 2020 and 2021).

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.
- Conclusion of 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.
- A commitment of \$338 million in 2022 across the government and non-government sectors to the COVID Intensive Learning Support Program (COVID ILSP), which delivered small-group tuition support to students with the greatest learning needs in the key learning areas of English and Mathematics for primary and secondary education.
- Delivery of the first Mandatory Cultural Education online learning for all staff, which resulted in more than 90,000 completions in 2022.

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.
- Delivery of the Principal Leadership Learning program, for principals with three 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:

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

- Establishment of a new Universal Resources Hub for teaching staff which includes resources for teaching, learning and school improvement.
- Establishment of a program to continuously strengthen the Department's partnership with students, learners, parents, carers, their representatives, and school staff in the development of new initiatives.

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)
<ul style="list-style-type: none"> 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>All sectors – completed in 2019</p> <ul style="list-style-type: none"> N/A
<ul style="list-style-type: none"> 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>Government sector – work is ongoing</p> <ul style="list-style-type: none"> The NSW Department of Education continued to deliver implementation support across the system for the revised curriculum. Teachers began implementing the new English and Mathematics syllabuses from Term 1, 2022, with all NSW schools teaching the syllabuses from 2023. Meanwhile, the reform continues with new syllabuses being developed across all K–12 subjects. NESA published new syllabuses in Term 4, 2022: <ul style="list-style-type: none"> English and Mathematics K-10 syllabuses

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> ○ Modern Languages and Classical Languages K-10 syllabuses ○ Aboriginal Languages K-10 syllabus ○ Geography 11-12 syllabuses ○ Computing Technologies 7-12 syllabuses ● Nearly 400 schools implemented the new English and Mathematics syllabuses for Year 1 in 2022. These schools trialled implementation support resources including units of work. ● NSW Department of Education has established 71 Curriculum Reform Communities with involvement from over 1,700 schools. ● Curriculum implementation in schools is being supported through a comprehensive package of teaching and learning resources and high impact professional learning. <p>CSNSW – work is ongoing</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 preparation for curriculum reform conferences in 2023, regular communications, resources, and support material

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>to assist schools with familiarisation and implementation of the new syllabuses.</p> <p>AISNSW – work is ongoing</p> <ul style="list-style-type: none"> • AISNSW is represented on multiple cross-sector curriculum groups and participated in consultations to inform the development of K-10 syllabuses for English, Mathematics, Languages, Drama, Dance, Music and Science. • Teachers from independent schools participated in Teacher Expert Networks and as syllabus writers to support curriculum development. AISNSW produced an online Curriculum Reform Portal for independent schools. • Through the portal, independent schools can access information about the Curriculum Reform implementation timeline, professional learning for new syllabuses (online modules) and register for face-to-face professional learning on planning and preparing for the implementation of the syllabuses.

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> Embed evidence-based practices (particularly to boost early achievement in literacy and numeracy), including implementing the Literacy and Numeracy Action Plan (LNAP). 	All sectors	End 2020 (LNAP), Ongoing	<p>LNAP – Complete 2021</p> <p>Government sector – partially completed/some work is ongoing</p> <ul style="list-style-type: none"> NSW Department of Education 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. In support of the Literacy and Numeracy 5 Priorities in 2022: <ul style="list-style-type: none"> 1380 Full Time Equivalent Assistant Principal, Curriculum and Instruction roles were established across 1760 public schools with K-6 enrolments to support leadership of evidence-based teaching practice. Literacy and numeracy specialist positions were created to provide support to schools K-12. Schools were supported to transition to version 3 of the National Literacy and Numeracy Learning Progressions, in alignment with NSW curriculum reform. Professional learning, resources and assessments were aligned to

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

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			<p>version 3 to support evidence-based literacy and numeracy teaching through curriculum.</p> <ul style="list-style-type: none"> • In 2022, 145 schools completed strategic support. 537 schools have completed guided support.. In 2022, a new type of strategic support, called Intensive Strategic Support was introduced for schools with complex needs who require a more comprehensive approach. • In 2022, 866 additional resources were made available for school staff to access on the Universal Resources Hub. • 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. • NSW Department of Education’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. Schools undertake self-assessment annually and external validation occurs once every school excellence cycle. Data is captured at the system level.

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • 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 assessments in reading and numeracy for years 3-9, an additional writing assessment for Year 6 and the Transition to Year 7 assessment for students who did not participate in the Year 6 Check-in were implemented. ○ Year 1 Phonics Screening Check to all NSW government primary schools. ○ Best Start Kindergarten. ○ On demand assessments – phonics diagnostic, phonological awareness and Interview for Student Reasoning numeracy assessments. • The Intensive Learning Support Program (ILSP) was implemented as an online learning model of support for schools in regional rural and remote areas who experienced challenges in recruiting teachers to ensure students in those areas were not disadvantaged. The program provides access to NSW Department of Education delivered online intensive learning

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

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			<p>support by fully qualified teachers. The online team plan, program and deliver high quality lessons aligned to the unique needs of students based on the literacy and numeracy progressions. The teachers deliver synchronous lessons via Microsoft Teams using Nearpod, the latest online engagement strategies and a range of communication and collaboration tools.</p> <ul style="list-style-type: none"> In 2022, over 3 x 10-week cycles, 9027 live online lessons were delivered to 1207 students across 40 schools; 90.2% of students participating were from Rural and Remote schools and 55% were Aboriginal and Torres Strait Islander students. <p>CSNSW – partially completed/some work is ongoing</p> <ul style="list-style-type: none"> Best Start Kindergarten assessment was implemented on an opt-in basis in 475 schools in NSW and the ACT and Year 7 assessment was implemented in 33 secondary 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

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

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			<p>secondary school. CSNSW facilitated access to system-level data through data requests to the NSW Department of Education.</p> <ul style="list-style-type: none"> • In 2022, the CSNSW Early Years Foundations for Learning microsite continued to grow, adding content and videos to support families as first educators while strengthening the partnership between school and home; content included material on helping students with diverse learning needs and seven videos with associated content on 'becoming, belonging, and being', transition, literacy, and numeracy, and supporting families after receiving a diagnosis. • The Year 1 Phonics Screening Check is a NSW Department of Education developed online assessment available to NSW Catholic schools with a Year 1 student cohort on an opt-in basis. This assessment is made available on an opt-in basis to CSNSW schools annually. In 2022, 170 Catholic primary schools opted-in to deliver the PSC during term 3. The results of the assessment are automatically mapped to revised NSW English syllabus outcomes and the National Literacy Learning

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>progressions in an analytics application that supports the assessment.</p> <ul style="list-style-type: none"> The information and reports available from the analytics application has helped teachers make decisions about individuals learning needs during the teaching and learning cycle. <p>AISNSW – partially completed/some work is ongoing</p> <ul style="list-style-type: none"> During 2022, independent schools accessed evidence-based literacy and numeracy professional learning from AISNSW literacy and numeracy experts, in person and online. AISNSW also provided Masterclasses and podcasts. 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.

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

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			<ul style="list-style-type: none"> • AISNSW continued to support schools implement a K-2 numeracy screening tool to assess early number skills such as counting and place value.
<ul style="list-style-type: none"> • 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. 	All sectors	Ongoing	<p>Government sector – partially completed/some work is ongoing</p> <ul style="list-style-type: none"> • NSW continued to provide needs-based funding for students at risk of educational disadvantage at government schools through the Resource Allocation Model (<u>RAM</u>), consistent with s78 of the Australian Education Act 2013 (Cth). • NSW continued 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 mandatory staff training and <u>Aboriginal Education Policy</u>. • NSW implemented 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 meets their needs.

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • The Connected Communities Strategy is currently being implemented in 33 government schools and its deliverables are designed to bolster outcomes for Aboriginal students. • In 2022, NSW continued our partnership with the NSW Coalition of Aboriginal Peak organisations (NSW CAPO) to co-design secondary school initiatives that increase the proportion of Aboriginal students attaining their HSC by 50%, while maintaining their cultural identity. • Commissioned the Re-imagining Evaluation Framework, a culturally responsive evaluation framework to ensure that evaluation processes and insights place Aboriginal and/or Torres Strait Islander students and families at the heart of evaluation. • Worked across government and with NSW CAPO to develop specific actions within the NSW Implementation Plan to Close the Gap. • Delivered the first Mandatory Cultural Education online learning for all staff resulting in over 90,000 people completing in the period July to December 2022. • NSW continued Action Research workshops across the five Aboriginal Language and Culture Nests to improve education

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

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			<p>methods and approaches, through community-based study and co-design.</p> <ul style="list-style-type: none"> • In 2022 NSW commenced working with NESA and NSW AECG to develop resources to support the implementation of the new Aboriginal Languages K-10 syllabus. • The Leading Aboriginal Education module is one of the 19 modules in the NSW Public Schools Leadership and Management Credential, 629 participants completed the module in 2022. • Continued implementation of the <u>Rural and Remote Education Strategy (2021 – 2024)</u>. The Strategy aims to ensure every child in NSW has access to the same quality of education as their metropolitan peers. Four key areas are included in the Strategy: People, Practice, Participation and Partnerships. • NSW began the Assessment for Complex Learners project in 2019 to support educators to assess the learning outcomes of students with intellectual and other related disabilities. Three assessment tools were piloted in 2020, with further trialling in 2021 and 2022 to finalise the assessment tools. Currently, we are conducting

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

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			<p>psychometric analysis for validity and reliability of these assessment tools. We are also planning implementation and transition to BAU.</p> <ul style="list-style-type: none"> • School counselling staff and Student Support Officers form part of a large network of over 2000 staff such as Wellbeing Nurses, Behaviour Specialists and Student Wellbeing Officers who are committed to supporting the mental health and wellbeing of students, working closely with students at risk of educational disadvantage. • Rural Learning Exchange supports early career, out of field and isolated teachers in delivering Stage 6 courses in small rural and remote schools. Teachers are provided with quality assured teaching, learning and assessment resources. They regularly collaborate with colleagues across NSW. This includes fortnightly mentoring from an experienced subject teacher and fortnightly virtual faculty meetings. Students follow a common curriculum and assessment program, allowing them the benefits of learning with and competing among a larger cohort. They collaborate with peers and teachers in like schools in weekly online lessons.

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

			<p>CSNSW – partially completed/some work is ongoing</p> <ul style="list-style-type: none">• In 2022, all diocesan Catholic School Agencies continued to engage with the NSW Catholic Schools Aboriginal and Torres Strait Islander Strategy endorsed in 2020.• The 2022 CSNSW Aboriginal and Torres Strait Islander Catholic education conference, Transforming with the Spirit, was held between 11-13 October 2022 in the Blue Mountains, northwest of Sydney. The Hon Linda Burney MP, federal Minister for Indigenous Australians, delivered a powerful message on the National Agreement on Closing the Gap, Aunty Miriam Rose Ungunmerr-Baumann administered a gentle reminder on the power of One Australia and walking together on the journey of reconciliation, and youth speakers Isaiah Dawe and Brooke Boney attested to the power of positive Aboriginal and Torres Strait role models in education. The conference was moderated by Aboriginal author and poet Anita Heiss, and brought together more than 500 participants to celebrate, listen, and strengthen networks in order to recommit to closing the gap in educational attainment.• On 10 October 2022, CSNSW hosted a virtual symposium to support Professional Learning across the Catholic school sector in NSW. The symposium programme included an array of guest speakers, including a keynote presentation by Professor Jim
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National School Reform Agreement – Bilateral Agreement Report – NSW 2022

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			<p>Tognolini of the University of Sydney on using quantitative and qualitative assessment to inform teaching and learning in primary and secondary classrooms. The symposium contributed five hours of NESA-accredited professional development towards maintaining Proficient Teacher accreditation in NSW.</p> <ul style="list-style-type: none"> • In 2022 76 CSNSW staff participated in the On Country Experience and followed up with the in NESA-accredited Crossing Cultures, Hidden Histories (CCHH) workshop. • Between 2020 and 2022, school-based representatives from each of the diocesan Catholic School Agencies, as well as ten non-systemic Catholic schools completed eight online Instructional Strategies Short Courses for Students with Disabilities that CSNSW hosted featuring expert coaching and mentoring over six-week periods. • In 2022, a review into personalised planning for students with disability was completed by Dr David Evans. Major recommendations included the need to improve the CSNSW Personalised Planning Tool and align it with the Personalised Learning Process and Australian Teaching Standards.

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • 1300 VET teachers in Catholic schools and their 12,400 students commenced the implementation of the new online tool to support work placement. • Over 150 teachers undertook training to deliver accredited VET courses. An additional 218 teachers undertook an upgrade to current industry qualifications. • Students and teachers from NSW Catholic schools achieved recognition through the NSW Training Awards and the Australian Training Awards. • A high number of students participated in the WorldSkills regional competitions, with 36 of the 51 NSW students being from the Catholic sector. The NSW team will represent the State in 15 industry competitions at the National WorldSkills Competition in Melbourne in 2023. • Over a hundred participants from Catholic schools engaged with the VET Dangerous Ideas Symposium, hosted by CSNSW in May 2022. Keynote presenters included were headed by Professor Peter Shergold, the Chair of NESAs, who addressed the dangerous idea of making VET compulsory for all students in secondary schools. David

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Carney from the Careers Industry Council of Australia explored the question of whether early career education is really important and Philip le Feuvre from the Northern Council for Further Education (UK) explored lifting the profile of Vocational Education.</p> <ul style="list-style-type: none"> The HSC Simulated Marking Program connected rural and remote Stage 6 teachers to quality professional learning targeting Higher School Certificate (HSC) marking and assessment. Teachers from Catholic Schools NSW participated in the program which supported rural teachers with external HSC marking processes using simulated marking software. <p>AISNSW – partially completed/some work is ongoing</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 again provided specifically for school counsellors and extended to school leaders in response to requests for independent schools. In 2022, AISNSW expanded the Waratah Project to support the learning outcomes and engagement of Aboriginal and Torres Strait

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Islander boarding students in 30 schools, including one NSW Department of Education school. AISNSW also sought to expand the Aboriginal and Torres Strait Islander boarding school network to enhance the positive community of practice benefiting Aboriginal and Torres Strait Islander students and families through improved understanding of culturally safe practices by boarding staff.</p> <ul style="list-style-type: none"> In 2022, AISNSW continued the Aboriginal and Torres Strait Islander Education program (Wingara), supporting schools to develop and implement school-wide and individual learning strategies for Aboriginal and Torres Strait Islander students, and improve cultural competence of school leaders and staff. This included the annual Symposium for Aboriginal and Torres Strait Islanders Students and the Aboriginal Boarding School Network. Wingara also conducted a Pilot of a new regional community engagement program designed to enhance connections between NSW Independent schools and their local Aboriginal community. 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.

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

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)
<ul style="list-style-type: none"> 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>All sectors – work is ongoing</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). The NSW Government has policies to accredit ITE programs that include precise subject content knowledge requirements for graduate teachers in STEM subjects as well across all primary and secondary teaching areas. No other states or territories have set such precise requirements. The revised NSW syllabuses reflect the most up to date theory and practice in the area of STEM. The subject content knowledge requirements for teachers are updated to ensure graduate teachers are trained to deliver the revised syllabuses arising from the NSW Curriculum Reform.

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> Identify and support cohorts of high quality teachers across sectors for certification at Highly Accomplished and Lead Teacher level. 	All sectors	2019	<p>Government sector – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none"> To support the objective of increasing the number of Highly Accomplished and Lead Teachers (HALTs) in NSW, NESAs introduced an improved process for HALT accreditation, aimed at streamlining the assessment process and improving support and feedback to teachers throughout the process. The NSW Department of Education also considered ways to increase the support provided to teachers to undertake the HALT process to ensure the creation of a talent pipeline of highly effective teachers. High impact professional learning programs supported by expert teachers (Best in Class), in collaboration with other educational leaders, experts and academic partners build rich, evidence-based professional learning and scale it effectively across the state. In 2022 support was provided to those expert teachers who chose to pursue HALT accreditation.

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

			<p>CSNSW – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none">• 90 per cent of accredited HALTs participated in specific professional learning led by CSNSW in 2022.• While there has been significant growth in Catholic school teachers achieving HALT accreditation in recent years, 2022 saw a slowdown in applications as teachers awaited the introduction of a revised HALT policy from NESA. In 2022, there were approximately 90 applicants seeking accreditation.• Australian Catholic University has developed a post-graduate qualification to support aspiring HALTs gain dual accreditation (professional and academic). In 2022, CSNSW sponsored 21 teachers to complete the course. <p>AISNSW – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none">• In 2022, AISNSW continued to work with AITSL and NESA regarding accreditation of HALTs.• Involvement with the network of accredited HALTs continued in 2022.
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National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> ISTAA, the AISNSW Teacher Accreditation Authority, continued to support applications for HALTs from independent schools in 2022.
<ul style="list-style-type: none"> Raise the bar for entry as a teacher in government schools through strengthened employment mechanisms. 	Government	2019	<p>Government sector – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none"> The Teacher Success Profile 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.
<ul style="list-style-type: none"> Improve the quality and relevance of professional learning, focused on improving student learning outcomes. 	Government	2019	<p>Government sector – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none"> NSW continued to deliver high impact professional learning programs supported by expert teachers with the aim to improve student learning outcomes and address educational equity gaps across NSW public schools. Key programs use the expertise of outstanding teachers, in collaboration with other educational

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>experts and academic partners, to build evidence-based professional learning.</p> <ul style="list-style-type: none"> • NSW continued to embed and support best practice professional learning for the NSW teaching service and non-teaching government school staff through the implementation of its Professional Learning Policy for Teachers and School Staff. The policy incorporates best practices for professional learning, known as high impact professional learning, and is accompanied by a comprehensive suite of support resources. • NESAs' <i>Accreditation of Professional Development Courses Policy</i> describes the process for the accreditation of professional development courses in priority areas for NSW teachers. The requirements of the Policy aim to ensure that all teachers in NSW have access to quality professional development in prescribed priority areas to improve their practice and improve student learning outcomes.

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

<ul style="list-style-type: none"> • 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. 	Government	2019	<p>Government sector – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none"> • NSW continued to develop and support current and future school leaders by providing innovative and evidence-informed programs through the School Leadership Institute. • NSW developed a new School Leadership Development Strategy which sets out how the School Leadership Institute will develop future leaders. • NSW continued to deliver quality induction for newly appointed leaders at all stages to enact the key accountabilities of their roles with influence and impact. • NSW continued to enhance system leadership through the training of facilitators to support the growth of middle leaders, aspiring leaders and newly appointed principals.” • NSW implemented a new School Leadership Identification Framework (SLIF) to help identify and develop future leaders. It was released in October 2022. • NSW introduced the Middle Leadership Development Program, the first bespoke program for middle leaders offered by the NSW Department of Education. • NSW continued to provide the Senior Leadership - Aspiring Principals Leadership Program which provides an intensive,
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National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>evidence-informed and action-oriented course to equip school or system leaders to lead improvement in student and teacher learning.</p> <ul style="list-style-type: none"> • NSW continued to provide the Growing Great Leaders program for newly appointed principals following their induction. • NSW began a new program in 2022, the Principal Leadership Learning Program, for principals with more experience to support their ongoing growth. It also developed the complementary Principal Leadership Learning Resource, released in 2022.
<ul style="list-style-type: none"> • Lifting the Burden to allow schools to focus on teaching and learning • 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>Government sector – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none"> • The NSW Department of Education’s Quality Time project aimed to simplify, modernise and reduce administrative processes and practices so teachers, principals and school based non-teaching staff could focus on the work that matters most – teaching, leading and supporting learning. At the end of 2022 and although the targets in place under the Quality Time project were

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> De-cluttering the curriculum as part of the NESR review. 	All sectors	2020	<p>met, feedback from school leaders and teachers suggested that they had yet to notice these changes in their daily practice..</p> <ul style="list-style-type: none"> In late 2022, the NSW Department of Education also prepared to work with 128 schools to identify and test several ways to provide immediate relief to administrative workload pressures. The NSW Department of Education is developing and procuring a comprehensive suite of quality assured curriculum-aligned learning resources to support teachers. The NSW Student Learning Library was established to provide learning resources available for teachers, parents, carers, and students to be used in class or at home via the department’s public facing website. This includes K-2 English and Mathematics resources. Teachers will also be able to access additional learning resources via the Universal Resources Hub which provides quality assured resources for teachers only. This platform offers additional materials for teachers to make programming and lesson planning easier. <p>All sectors – De-cluttering the curriculum – work is ongoing</p> <ul style="list-style-type: none"> Ongoing curriculum reform programs in NSW will result in:

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

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			<ul style="list-style-type: none"> ○ stronger foundations for future learning, ○ more time for teaching ○ strengthened post-school pathways, and ● 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 Teacher Expert Network (TENs), reducing the number of school-developed elective subjects in secondary school by approximately 20%, and a release of syllabuses on a new digital platform. ● 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 continued to be taught and were included on the Record of School Achievement (RoSA) credential until the end of 2022 when a total of 85 SDBECs were removed. ● CSNSW provided ongoing support to schools and to Dioceses to implement the reformed K-10 English and Mathematics

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> Harmonising the Commonwealth / State administrative arrangements. 	Non-government	2019	<p>syllabuses. This includes the provision of examples of scope and sequences and units of work that reflect the streamlined curriculum.</p> <ul style="list-style-type: none"> AISNSW is represented on multiple cross-sector curriculum groups and participated in consultations to inform the development of syllabuses as part of the NESA Curriculum Reform work. <p>Both non-government sectors – Harmonising the Commonwealth/State administrative arrangements – Implementation completed in 2019/20</p> <ul style="list-style-type: none"> In 2022, NSW continued collaborating with the Commonwealth on the NSW Harmonisation Pilot Project (the Pilot). The Pilot was initiated by the Commonwealth to support the identification of harmonisation opportunities between NSW and the Commonwealth, with respect to the administrative arrangements for non-government schools. The Pilot concluded at the end of

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

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			<p>2022. Future opportunities will continue to be identified as part of business-as-usual activities.</p> <ul style="list-style-type: none"> In 2022, CSNSW and AISNSW continued engaging with the Commonwealth about further opportunities for harmonisation with State arrangements. AISNSW continued to work with independent schools during 2022, to implement the strengthened accountability measures for financial acquittal obligations.
<ul style="list-style-type: none"> Targeted initiatives to improve system and school effectiveness 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 Government</p>	<p>2019 2019</p>	<p>Government sector activities in 2022</p> <ul style="list-style-type: none"> NSW continued to strengthen its school planning process through the School Excellence Policy and School Excellence Framework, 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

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

			<p>system and further inform the type of support a school may receive.</p> <ul style="list-style-type: none">• In 2022, 866 additional resources were made available for school staff to access on the hub. Three types of support are available to schools - universal, guided or strategic support.• In 2022, 145 schools completed strategic support. 537 schools have completed guided support. In 2022, a new type of strategic support, called Intensive Strategic Support was introduced for schools with complex needs who require a more comprehensive approach.• NSW used local school data and system data to deliver targeted support for schools, based on context and need. Identified schools benefitted from high-impact programs and resources, tailored to their unique circumstances. Actions in 2022 resulted in the offer of at least one new support for 588 schools, for delivery in 2023. There were 470 schools recommended for a new support at the end of the Engaging in the Right Support process.• In 2022, all NSW government schools had 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.
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National School Reform Agreement – Bilateral Agreement Report – NSW 2022

			<ul style="list-style-type: none">• NSW government schools undergo an external validation of the evidence of their self-assessment once during the four-year school planning cycle and complete an annual self-assessment based on the School Excellence Framework. Findings from the external validation will inform the development of the school's Strategic Improvement Plan. Schools also complete an annual self-assessment process based on the School Excellence Framework.• School processes for curriculum and policy are also supported through the Curriculum and Policy Monitoring (CPM) process. This process involves a facilitator run session between two schools and subject matter experts to review evidence, discuss and validate compliance with NESA requirements. In 2022, over 212 schools were scheduled for CPM (postponed to 2023 due to COVID-19) <p>CSNSW – partially completed/some work is ongoing</p> <ul style="list-style-type: none">• Biannual CSNSW State of the System reports were delivered to CSNSW Ltd Members in 2022. This reporting will continue in 2023.• In 2022, CSNSW agreed to respond positively to the NESA proposal to streamline school registration arrangements for Catholic systemic schools. The new arrangements will officially
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National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>start on 1 July 2023 with CSNSW as the single registration system authority for Catholic systemic schools in NSW.</p> <p>AISNSW – partially completed/some work is ongoing</p> <ul style="list-style-type: none"> • 2022, AISNSW continued delivering targeted support to aid schools in the review of education quality through continuous quality improvement system initiatives. Participating schools received strengthened tailored support via face-to-face onsite school visits and remote delivery (online and telephone). • Assistance was also provided to Principals and Boards through governance training to plan and implement evidence-based school improvement strategies specific to each context.
<ul style="list-style-type: none"> • 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 	All sectors	2019	<p>All sectors – Implementation completed in 2019/20, activities will be ongoing</p> <p>In 2022, NSW Department of Education continued to deliver on the recommendations from the 2019 Auditor-General’s Performance Audit</p>

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
reflecting respective areas of responsibility.			<p>Report on the supply of secondary teachers in STEM-related disciplines, including:</p> <ul style="list-style-type: none"> ○ Offering 26 teach.MathsNOW scholarships to successful STEM undergraduates and STEM industry professionals seeking a career change to teaching. ○ Appointing 3 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 82 scholars who completed an initial teacher education qualification in a STEM related subject into permanent positions at government schools as they become available. ● The NSW Government is investing \$125 million over the next four years to attract and grown quality teachers with the right

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

			<p>subject qualifications, to locations where they are needed, to support and advance our students.</p> <ul style="list-style-type: none">• The NSW Department of Education 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>CSNSW – Implementation completed in 2019/20, activities will be ongoing</p> <p>Since 2020, CSNSW has been engaged in a strategic review of Catholic education workforce and has collaborated with AITSL as it develops the National Teacher Workforce Strategy.</p> <ul style="list-style-type: none">• During 2022, workforce issues were the focus of the CSNSW Board stakeholder day where recognised experts and major stakeholders came together in a collegial forum to canvas ideas and proposals and share perspectives. The main emphasis was on understanding requirements to improve the quality, breadth and accessibility of data needed to inform workforce planning.• Other work extended to enhancing relationships with initial teacher education providers, promoting teaching and Catholic education as an employer of choice, and improving approaches to recruitment and accreditation to work, teach and lead in a Catholic school.
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National School Reform Agreement – Bilateral Agreement Report – NSW 2022

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			<p>AISNSW – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none"> In 2022, AISNSW continued to support this strategy by engaging in consultations with AITSL and the NSW Government. In addition, AISNSW introduced a new three-year initiative aimed at developing innovative, evidence-based projects to grow and nurture independent school educators, supporting teacher retention and; Growing and Nurturing Educators (GANE).
<ul style="list-style-type: none"> Strengthen accountability measures for non-government schools that receive state funding, initially through development of memoranda of understanding with the sectors. 	Non-government	2019	<p>Both non-government sectors – implementation completed in 2019/20, activities are ongoing</p> <ul style="list-style-type: none"> NSW executed memoranda of understanding (MoU) with AISNSW and CSNSW, effective from January 2020. Commitments made under the MoU have either been delivered or are ongoing. <p>CSNSW – implementation completed in 2019/20, activities are ongoing</p> <ul style="list-style-type: none"> CSNSW continues to be represented on the NSW Non-Government Schools Not-For-Profit Advisory Committee, which

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>is directly responsible to the NSW Minister for Education and Early Learning.</p> <ul style="list-style-type: none"> In 2022, CSNSW actively participated in co-design workshops to inform the department’s development of a regulatory framework to enhance the regulation of financial assistance to non-government schools under Part 7 Division 3 of the NSW Education Act. <p>AISNSW – implementation completed in 2019/20, activities are ongoing</p> <ul style="list-style-type: none"> AISNSW continues to be represented on the NSW Non-Government Schools Not-for-profit Advisory Committee. In 2022, AISNSW actively participated in co-design workshops to inform the department’s development of a regulatory framework to enhance the regulation of financial assistance to non-government schools under Part 7 Division 3 of the NSW Education Act. Since the Memorandum of Understanding was signed, AISNSW has continued to participate in the Accountability Working Group

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

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			<p>(ACG), working with NSW Department of Education and CSNSW to implement the Implementation Plan.</p> <ul style="list-style-type: none"> In 2022, Independent schools continued to access specialised professional learning and targeted school support in compliance topics from AISNSW. AISNSW continued to provide governance training to boards of independent schools through face to face and online learning in 2022.
<ul style="list-style-type: none"> 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. 	Government	2019	<p>Government sector – implementation completed in 2019/20, activities are ongoing</p> <ul style="list-style-type: none"> NSW continued to distribute funding to government schools through the needs-based Resource Allocation Model (RAM). Needs-based funding is explicitly aligned with the School Excellence Policy and School Excellence Framework. Schools are expected to align needs-based funding to key initiatives outlined in the Strategic Improvement Plan and report on impact in the annual report.

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

Reform Direction C – Enhancing the national evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> Establish a Catalyst Lab to explore and test innovative educational practice in partnership with schools and other partners. 	Government	2019	<p>Government sector – implementation completed in 2019/20, activities are ongoing</p> <ul style="list-style-type: none"> A new Universal Resources Hub was established for teaching staff which includes resources for teaching, learning and school improvement. All resources on the Universal Resources Hub have undergone a review through a 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. In 2022, 866 additional resources were made available for school staff to access on the hub. Ongoing evaluation of high impact professional learning programs supported by expert (Best in Class) teachers shows 98 per cent of participants intend to use their learning in practice and early indications of lifts in student learning outcomes. The NSW Department of Education is seeking to continuously strengthen its partnership with students, learners, parents, carers, their representatives, and school staff in the development

National School Reform Agreement – Bilateral Agreement Report – NSW 2022

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			<p>of new initiatives and established two new directorates to drive this agenda:</p> <ul style="list-style-type: none"> ○ Service Experience, and ○ Student and Parent Experience.