

National School Reform Agreement

New South Wales Bilateral Agreement: 2023 Progress Report

National School Reform Agreement – Bilateral Agreement Report – NSW 2023

Executive Summary

In 2023, NSW delivered 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, 2022 and 2023, which align with the national reform directions of the National School Reform Agreement (see also NSW's Bilateral Agreement Report for 2019, 2020, 2021 and 2022).

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.
- A commitment of \$278.4 million over the next four years to deliver permanent literacy and numeracy tutoring programs in primary and secondary schools. This is an election commitment funded through the Education Future Fund.
- In 2023, the NSW Department of Education held its first ever state-wide School Development Day with a focus on Aboriginal education. In addition, over 110,000 department staff completed the first Mandatory Aboriginal Cultural Education online learning for all staff.

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

- All NSW government schools had a Strategic Improvement Plan 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.

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- The first Future School Leader Conference was held in June 2023, helping classroom teachers to develop their leadership skills.
- The School Administration Improvement Program, which is trialling the impact of more than 600 support staff in over 400 NSW schools.

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

- Working with schools to identify successful practices which strengthen the experience for students and their families as they transition from primary to high school.
- Delivering a research 'database' as part of the Screen Use and Addiction Research Fund.

Progress Against Each Reform Direction

Reform Direction A - Support students, student learning and achievement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Deliver the review of the K-12 curriculum to ensure the school education system is preparing students for the challenges and opportunities for the future.	All sectors	End of 2019	All sectors – completed in 2019 N/A
Implement the refreshed curriculum post 2019 review, ensuring teachers are supported to implement a streamlined curriculum, including timely and formative assessments.	All sectors	From 2020	Government sector – work is ongoing - The NSW Department of Education continued to deliver implementation support across the system for the revised curriculum. - Teachers continued implementing the new English and Mathematics syllabuses for K-2 students in 2023. Teachers of Year 3 to Year 10 Mathematics engaged with the new syllabus in preparation for teaching in 2024. Teachers of Aboriginal, Classical and Modern Languages from K-10 engaged with the new syllabus in preparation for teaching in 2024. Meanwhile, the reform

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			continues with new syllabuses being developed across all K–12 subjects. - Teachers provided feedback on draft versions of the following syllabuses: - Creative Arts K–6 - Human Science and Its Environment K–6 - Personal Development, Health, Physical Education K–6 - Science and Technology K–6 - NESA published new syllabuses in 2023: - Science 7–10 - Technology (Mandatory) 7–8 - Dance 7–10 - Drama 7–10 - Auslan 7–10 - In June 2023, NESA implemented a new timeline for delivery of the Curriculum Reform which provides teachers with more time to plan and prepare to implement the new syllabuses. The revised timeline also ensures that consultation on draft syllabuses occurs at times that take account of the workload and demands on teachers across

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			the school year and maximise the opportunities for teachers to contribute and provide feedback. • NSW Department of Education has established 71 Curriculum Reform Communities with involvement from over 1,600 schools. • Curriculum implementation in schools is being supported through a comprehensive package of teaching and learning resources and high impact professional learning. • Leading effective curriculum implementation was introduced in 2023 to support middle leaders K–12 with whole-school consistency across the three domains of learning, teaching and leading. The six modules in the course are aligned to the Australian Professional Standards for Teachers (APST), the School Excellence Framework (SEF) and the School Leadership Institute's (SLI) middle leader role description. CSNSW – work is ongoing • 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 2024, regular

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			communications, resources, and support material to assist schools with familiarisation and implementation of the new syllabuses. • In 2023, CSNSW conducted a variety of professional learning opportunities. These included: ○ K–6 Curriculum working group that meets every 6 weeks to discuss the implications of the reforms on planning and reporting. ○ Change management sessions led by an expert coach. ○ Asynchronous online professional learning sessions. ○ Sharing of resources and programs. ○ Participation in NESA Teacher Expert Network (TENs). ○ 260 leaders participated in the CSNSW Curriculum Reform Conference. Through keynotes, panels and workshops led by subject matter experts, professional associations and lead teachers considered the implications of the reforms for programming and practice. AISNSW – work is ongoing • AISNSW is represented on multiple cross-sector curriculum groups and participated in consultations to inform the development of K-10

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			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, syllabus familiarisation, 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.
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	LNAP – Complete 2021 Government sector – partially completed/some work is ongoing - The NSW Department of Education provides a \$249 million annual ongoing investment to support new priorities to lift literacy and numeracy results in NSW government schools from 2022, including: 1380 Full Time Equivalent Assistant Principal, Curriculum and Instruction roles are in place across 1760 public

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			schools with K-6 enrolments to support leadership of evidence-based teaching practice. ○ Literacy and numeracy specialist positions 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 diagnostic assessments were aligned to version 3 to support evidence-based literacy and numeracy teaching through curriculum. ● In 2023, 116 schools engaged in strategic support. 487 schools engaged in guided support. 129 schools engaged in Collaborative Support – Unique Settings. ● Intensive Strategic Support (ISS) continued during 2023, with existing evaluative and reflective system activities conducted with schools to accurately determine need. A new Strategic Improvement Plan (SIP) was developed in partnership between the school, Director Educational Leadership (DEL) and ISS Lead who coordinated the support process on the ground and brokered the support from the relevant areas of the department.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• In 2023, 1096 additional teaching resources were made available for school staff to access on the Universal Resources Hub (URH), and more resources are continuously added. In 2023, the URH was accessed by 35,724 users in 2,191 schools. • 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. • Schools continued to use available online assessments, mapped to the National Literacy and Numeracy Learning Progressions, to assist with accurately determining students’ learning paths. This included the: ○ Check-in assessments in reading and numeracy for years 3-9, an additional writing assessment for Year 6 and the

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			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 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.

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			• The NSW Government has committed \$278.4 million over the next four years to deliver permanent literacy and numeracy tutoring programs in primary and secondary schools. This is an election commitment funded through the Education Future Fund. • From 2024, schools will continue to identify the students that would benefit most from small group tuition using a range of assessments, with a particular focus on those students identified as Needing Additional Support (based on the previous year's NAPLAN results). • In 2023, over 3 x 10-week cycles, 8360 live online lessons were delivered to 1071 students across 35 schools; 85% of students participating were from Rural and Remote schools and 39% were Aboriginal and Torres Strait Islander students. CSNSW – partially completed/some work is ongoing • Best Start Kindergarten assessment was implemented on an opt-in basis in 246 schools in NSW and the ACT and Year 7 assessment was implemented in 27 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

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			with gaps in their literacy and/or numeracy development as they transitioned into primary and secondary school. CSNSW facilitated access to system-level data through data requests to the NSW Department of Education. • 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 2023, 253 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 progressions in an analytics application that supports the assessment. • The information and reports available from the analytics application has helped teachers make decisions about individuals learning needs during the teaching and learning cycle.

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			AISNSW – partially completed/some work is ongoing • During 2023, independent schools accessed evidence-based literacy and numeracy professional learning from AISNSW literacy and numeracy experts, in person and online. • AISNSW continued 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. • AISNSW supports schools engaging in 12- or 24-month whole school literacy and/or numeracy projects, targeting: Primary Reading, Primary Spelling, Primary Writing, Primary Numeracy. • AISNSW continued to support schools implement a K-2 numeracy screening tool to assess early number skills such as counting and place value.

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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	Government sector – partially completed/some work is ongoing - 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 the mandatory staff training and <u>Aboriginal Education Policy</u>. - In 2023, the department built on their existing resources and professional learning opportunities to build teacher knowledge, capability and confidence to meet the needs of students with disability by creating twenty in-depth guides on planning, personalising, implementing and evaluating evidence-based practices for students with disability. Over 40% of NSW school staff have engaged with these materials with very positive feedback. - In 2023, the department created an “Inclusive Practice Search Engine” for school staff to identify appropriate adjustments to

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			teaching and learning that relate to functional needs and/or disability. • In 2023, the department published several resources to support the suite of professional learning, Curriculum planning for every student in every classroom, released in 2022. • These resources have advice for teachers to support students with disability and include: ○ webinar about ‘Curriculum planning support for learners with disability’ modules for school leaders to use with staff. ○ information on inclusive curriculum planning using the Universal Design for Learning framework. ○ teacher advice on inclusive teaching practices to support students with disability. ○ the evidence base underpinning the professional learning. • The Connected Communities Strategy is currently being implemented in 33 government schools in 23 of NSW’s most complex and vulnerable communities. • The Connected Communities Strategy was co-designed with the NSW Aboriginal Education Consultative Group Inc. (NSW AECG). It embeds Aboriginal perspectives and emphasises the importance of

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			partnering with the local Aboriginal community to improve educational outcomes for Aboriginal students and all students. • Schools implementing the Connected Communities Strategy that do not have a NSW Department of Education preschool receive funding for a full time Early Years Transition Educator/Early Childhood teacher role at 1 full-time equivalent (FTE) staff • An innovative and discrete element of the Connected Communities Strategy is the identified 1 FTE Executive position of Senior Leader/Leader Community Engagement (SL/LCE) in each school. This role provides strategic advice to the Executive Principal and builds partnerships between the school, Aboriginal families, local agencies, and the community. • The department commenced the culturally responsive evaluation of the Connected Communities Strategy and four initiatives co-designed in partnership with the NSW Coalition of Aboriginal Peak Organisations (NSW CAPO) as part of the prior NSW government's priority to increase HSC attainment for Aboriginal and/or Torres Strait Islander students, whilst maintaining cultural identity • In 2023, NSW continued its partnership with the NSW CAPO and the NSW AECG to deliver initiatives that support HSC and school

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			completion pathways. Through <i>My Future, My Culture, My Way</i>, the department highlight and focussed on student stories of success and ensured that Aboriginal and/or Torres Strait Islander students had access to Language and Culture and STEM (Science, Technology, Engineering, Mathematics) and SHOW (Sport, Health, Opportunity, Wellbeing) camps delivered by the NSW AECG. • In April 2023, the department held its first ever state-wide School Development Day with a focus on Aboriginal education. All NSW public schools were required to participate in six hours of accredited professional learning. A suite of online learning options was developed by the department to support schools in the successful planning and implementation of the day. • In addition, during 2023, over 110,000 department staff completed the first Mandatory Aboriginal Cultural Education online learning for all staff. • The department has worked across government and with NSW CAPO to develop, monitor and report on specific actions within the NSW Implementation Plan to Close the Gap.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• NSW continued Action Research workshops across the Aboriginal Language and Culture Nests to improve education methods and approaches, through community-based study and co-design. • In 2023, NSW continued working with NESA and NSW AECG to develop resources to support the ongoing implementation of the new Aboriginal Languages K-10 syllabus. • In 2023, the department successfully piloted a Certificate I in Tourism (Indigenous Culture) VET program to create learning pathways for Stage 5 students. This program provides students with opportunities to learn about the local Aboriginal Language and culture and engage with aspects of local tourism knowledge through On Country experiences guided by Elders and knowledge holders. • In 2023, the department successfully piloted the delivery of Kimberwalli Cultural Immersion Excursions to provide students and teachers with experiences and opportunities to learn about, engage in, and celebrate Aboriginal perspectives, cultures, and histories. • The Leading Aboriginal Education module is one of the 19 modules in the NSW Public Schools Leadership and Management Credential.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			- 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. A roundtable with key education stakeholders both internal and external to the department was coordinated in September 2023 to inform the development of the Rural and Remote Education Strategy Implementation Plan (2024) released in February 2024. Key initiatives being prioritised include Tailored Housing; Strengthening Professional Connections and Rural and Remote Staffing. - The NSW Assessment for Complex Learners project began in 2019 to support educators to assess, support and scaffold learning for students with complex learning needs through the provision of two optional assessment tools. The project was finalised in 2023 after the completion of psychometric analysis which found the assessment tools to be valid and reliable. The project was renamed the Inclusive Assessment Program (IAP). Preparations were made to provide these tools to schools accompanied by professional learning to support them in using the assessment tools effectively.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			- 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. CSNSW – partially completed/some work is ongoing - In 2023, all diocesan Catholic School Agencies continued to engage with the NSW Catholic Schools Aboriginal and Torres Strait Islander

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Strategy endorsed in 2020 by attending the Building Leadership in Aboriginal Education Across Catholic Schools in NSW/ACT Symposium. Eighty educators from across Catholic schools in NSW participated. • In 2023, 425 Catholic school staff participated in the On Country Experience and followed up with the in NESA-accredited Crossing Cultures, Hidden Histories (CCHH) workshop. • In 2023, online Instructional Strategies courses were developed to support teachers in meeting the needs of student with disability. Course content included functional behaviour assessments, behaviour intervention planning and video modelling. These courses were designed to be completed by teachers in as little as 1 hour with optional additional resources for further exploration. • In 2023, further online courses were developed on evidenced-based teaching strategies for students with diverse learning needs. Each strategy is available for users in an interactive module, using a short 2-minute animation and accompanying downloadable fact sheets and discussion questions. • In 2023 the redevelopment of the CSNSW Personalised Planning Tool (PPSD) commenced to implement the recommendations from

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			the 2022 review by Dr David Evans. The redeveloped PPSD aligns with the evidence-based personalised learning process and the evidence requirements for the Nationally Consistent Collection of Data. • In 2022 and 2023 CSNSW hosted symposiums targeted at teachers and school leaders in supporting students with disability. The focus for these symposiums was on Multi-Tiered Systems of Support (MTSS) and Nationally Consistent Collection of Data processes. • In 2023, CSNSW facilitated a workshop on supporting students with disability for early career teachers (ECT's). ECT's attended the workshop in partnership with their school's inclusion leader. Each step of the personalised learning process was discussed and contextualised for their own school communities. AISNSW – partially completed/some work is ongoing • 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 to strengthen

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			existing communities of practice forums for school teams to share NCCD processes and practices. • In 2023, AISNSW expanded the Waratah Project to support the learning outcomes and engagement of Aboriginal and Torres Strait Islander students in 35 schools, including one NSW Department of Education school. AISNSW also expanded 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, holding a whole day boarding school symposium and a series of online connection events. • In 2023, 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. The regional community engagement program, piloted in 2022 was

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			extended, enhancing 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.

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

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
• Strengthen the mandatory content requirements of ITE courses in identified areas of STEM, Literacy/Numeracy, Students with Special Needs and Classroom Management.	All sectors	Ongoing	All sectors – work is ongoing • 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).

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• 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.
• Identify and support cohorts of high quality teachers across sectors for certification at Highly Accomplished and Lead Teacher level.	All sectors	2019	Government sector – Implementation completed in 2019/20, activities will be ongoing • To support the objective of increasing the number of Highly Accomplished and Lead Teachers (HALTs) in NSW, NESA is streamlining processes for HALT accreditation to align with AITSL’s Framework for the Certification of Highly Accomplished and Lead Teachers which was released in September 2023. • NESA continues to work with employers and universities to identify programs that support teachers to fully demonstrate

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			nominated Standard Descriptors at the Highly Accomplished level through a streamlined pathway for applicants to meet Highly Accomplished teacher accreditation requirements. • Since 2023 NESA has approved 6 pilot HALT pathway programs across the sectors as well as a university program that can contribute towards a Highly Accomplished teacher application. • 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. CSNSW – Implementation completed in 2019/20, activities will be ongoing • Numbers of HALTs since the policy change in late 2022: 41 HALTs are currently listed as employed by a Catholic school or diocese, with another 140 teachers in process. • CSNSW worked closely with NESA and dioceses to identify cohorts of HALTs.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• CSNSW conducted online workshops with aspiring HALTs in partnership with NESA and the NSW HALT Association. • In 2023, the ACU post-graduate certificate became a NESA Pilot Streamlined Pathway to Highly Accomplished Teacher. AISNSW – Implementation completed in 2019/20, activities will be ongoing • In 2023, AISNSW continued to work with AITSL and NESA regarding accreditation of HALTs. • Involvement with the network of accredited HALTs continued in 2023. • ISTAA continued to support applications for HALTs from independent schools in 2023.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Raise the bar for entry as a teacher in government schools through strengthened employment mechanisms.	Government	2019	Government sector – Implementation completed in 2019/20, activities will be ongoing - 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. - More than 31,000 teachers have completed the teacher suitability assessments and behavioural interview since launching the Teacher Success Profile.
Improve the quality and relevance of professional learning, focused on improving student learning outcomes.	Government	2019	Government sector – Implementation completed in 2019/20, activities will be ongoing - NSW continued to develop and deliver evidence-based professional learning programs that strengthen teaching practice with the aim to improve student learning outcomes and address educational equity gaps across NSW public schools. - Subject specialist and expert teachers lead the delivery of statewide professional learning across key priority areas including literacy and

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			numeracy, curriculum implementation. HSC, vocational education and Aboriginal Education. • Robust evaluation underpins professional learning programs to inform ongoing improvement. • Data shows proportionally high and ongoing engagement in professional learning across disadvantaged cohorts, including rural, regional and remote schools, as part of the Department's focus on equity. • In 2023, there was significant scaling of professional learning, almost tripling the reach to from 2022 to over 50,000 participations. 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. • NESA's <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
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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			priority areas to improve their practice and improve student learning outcomes.
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	Government sector – Implementation completed in 2019/20, activities will be ongoing The department continued to develop and support current and future school leaders by providing innovative and evidence-

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			informed programs and resources through the School Leadership Institute (SLI). • The SLI produced a comprehensive suite of leadership development resources for more than 13,000 assistant principals and head teachers through a new Middle Leadership Hub. • All aspiring and current leaders in NSW public schools now have access to the SLI's 360 leadership capability survey released in 2023. • The first Future School Leader Conference was held, helping classroom teachers to develop their leadership skills. • The department continued to deliver quality induction for newly appointed leaders at all stages. • The department continued to enhance system leadership through the training of facilitators to support the growth of middle leaders, aspiring leaders and newly appointed principals. • The department continued to provide the Senior Leadership - Aspiring Principals Leadership Program which provides an intensive, evidence-informed and action-oriented course to equip school or system leaders to lead improvement in student and teacher learning. • The department continued to provide the Growing Great Leaders program for newly appointed principals following their induction.
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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			The department continued to provide the Principal Leadership Learning Program with an expanded offering in 2023. It also updated and improved the complementary Principal Leadership Learning Resource.
- 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	Government sector – Implementation completed in 2019/20, activities will be ongoing - The NSW Department of Education is committed to reducing the administrative workload placed on our school staff so they can focus on the core work of teaching and supporting students. - There are over 60 initiatives currently underway that address various workload pain points. - Over the last year, efforts have focused on cutting down the documentation and compliance requirements for staff and providing more support to schools. This includes: - Reducing the amount of change introduced in schools by limiting new pilots and programs. - The School Administration Improvement Program which is trialling the impact of more than 600 support staff in over 400 NSW schools

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			to ease the admin workload of teachers and other school staff, enabling them to devote more time to core teaching and learning. • Conducting a review of department policies and procedures to reduce their number, simplify, and make them easier for schools to implement. • Streamlining teacher accreditation requirements. • In 2024, the department is focused on acting on our valuable staff feedback to deliver meaningful, sustainable and long-term solutions to workload challenges. This is likely to include options to simplify compliance requirements like mandatory training, improve student reporting, continue to streamline administrative processes, and find ways to offer teachers more support for programming and lesson planning. • The NSW Department of Education is developing 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. Department teachers can 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.
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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			A Universal Resources Hub (URH) was established for school staff which includes resources for teaching, learning and school improvement. 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 2023, 1096 additional resources were made available for school staff to access on the URH. Currently the URH contains 2,378 resources that support teaching and school improvement. Ongoing evaluation and user feedback of the URH is being used to make further improvements to provide teachers the type of support they need.
De-cluttering the curriculum as part of the NESA review.	All sectors	2020	All sectors – De-cluttering the curriculum – work is ongoing - Ongoing curriculum reform programs in NSW will result in: - stronger foundations for future learning, - more time for teaching - strengthened post-school pathways.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			• Progress to date includes the implementation in all schools in 2023 of the K-2 English and Mathematics syllabuses, and the continuing release of new K-12 syllabuses on a new digital platform. • CSNSW provided ongoing support to schools and to Dioceses to implement the reformed K-10 English and Mathematics syllabuses. This includes the provision of examples of scope and sequences and units of work that reflect the streamlined curriculum. It also included professional learning opportunities online and face to face, synchronous and asynchronous. • 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.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Harmonising the Commonwealth / State administrative arrangements.	Non-government	2019	Both non-government sectors – Harmonising the Commonwealth/State administrative arrangements – Implementation completed in 2019/20 - The NSW Harmonisation Pilot Project (the Pilot) concluded at the end of 2022. - The Commonwealth finalised an Overarching Summary Report for the Pilot in January 2023. - Future opportunities will continue to be identified as part of business-as-usual activities. - In 2023, CSNSW and AISNSW continued engaging with the Commonwealth about further opportunities for harmonisation with State arrangements. CSNSW undertook a stocktake of progress in 2023, highlighting positive developments in the areas of teacher accreditation, school registration, vocational education and training, and student assessment and reporting. CSNSW also noted that

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			there are further opportunities to reduce duplication, which should be pursued in 2024. • AISNSW continued to work with independent schools during 2023, to implement the strengthened accountability measures for financial acquittal obligations.
• 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.	All Government	2019 2019	Government sector activities in 2023 • 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. This included updating the School Excellence Framework, with version 3 released

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			at the end of 2023. All schools will transition to the use of version 3 in their school improvement processes during 2024. • The ability for NSW government schools to seek assistance with a school development review can provide a clearer line of sight to next steps in school improvement. • In 2023, 116 schools engaged in strategic support. 487 schools engaged in guided support. 129 schools engaged in Collaborative Support- Unique Settings. • Intensive Strategic Support continued during 2023, with existing evaluative and reflective system activities conducted with schools to accurately determine need. A new Strategic Improvement plan (SIP) was developed in partnership between the school, DEL and ISS Lead who coordinated the support process on the ground and brokered the support from relevant areas of the department. • At the end of 2023, new improvement measures were introduced in NSW Public Schools, with previous system-negotiated targets reaching maturation. All schools are required to have reading, numeracy, attendance and senior secondary pathways (secondary schools only) in their SIP. • 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 2023 resulted in the offer of
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			at least one support for 530 schools, for delivery in 2024. There were 377 schools recommended for a new support at the end of the Engaging in the Right Support process. • In 2023, 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. • 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, 214 schools were scheduled for CPM (these were postponed and implemented in 2023 due to COVID-19)
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			CSNSW – partially completed/some work is ongoing • Biannual CSNSW State of the System reports (Volumes 1 and 2) were delivered to CSNSW Ltd Members in 2023. This reporting will continue in 2024. Each year, the Volume 1 report provides annual updates on a range of education related metrics across the NSW Catholic schools system, while Volume 2 is typically a deep dive on a selected subject relevant to our schools. In 2023, Volume 2 reported on Wellbeing in NSW Catholic schools. • In 2023, CSNSW began their monitoring function as a single registration system. The CSNSW Registration system's processes will be implemented on a five-year cycle, with each diocesan school system monitored once every five years. • The five-year cycle sets out a subset of requirements from the Registration Systems and Member Non-Government Schools Manual and is a flexible and negotiated document that is responsive to emerging compliance risk areas and NESA and CSNSW priorities. AISNSW – partially completed/some work is ongoing • 2023, AISNSW continued delivering targeted support to aid schools in the review of education quality through continuous quality improvement system initiatives. Participating schools received
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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			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 delivery of tailored governance training to identify relevant improvement goals, and plan and implement evidence-based school improvement strategies.
The Commonwealth will work with NSW to address identified NSW teacher workforce needs (particularly in the areas of maths and science) including through the development of a national and state-specific teacher workforce strategy reflecting respective areas of responsibility.	All sectors	2019	All sectors – Implementation completed in 2019/20, activities will be ongoing - In 2023, NSW Department of Education continued to deliver on the recommendations from the 2019 Auditor-General's Performance Audit Report on the supply of secondary teachers in STEM-related disciplines, including: - Awarding 67 teach.MathsNOW scholarships to successful STEM undergraduates and STEM industry professionals seeking a career change to teaching. - Appointing 6 teachers who retrained in a STEM related subject into permanent positions in government schools as they become available and awarding 4 scholarships to

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			teachers undertaking studies to retrain in a STEM related subject. ○ Appointing 61 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 Department of Education has been delivering on a number of attraction and retention initiatives designed to address NSW teacher workforce needs through teacher training and re-training programs like the Grow Your Own programs, Mid-Career Transition to Teaching Program, and the Mathematics Retraining Program. These programs focus on re-training and upskilling more teachers to specialise in high demand subjects including STEM (Science, Technology, Engineering and Mathematics) or boosting the supply of

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			teachers in high demand areas such as rural, regional and high-demand metropolitan areas. CSNSW – Implementation completed in 2019/20, activities will be ongoing • Since 2020, CSNSW identified teacher workforce as a strategic priority. Following a review of the NSW Catholic sector workforce, in 2022 CSNSW engaged with federal and state initiatives outlined in the National Teacher Workforce Action Plan (NTWAP). During 2023, CSNSW facilitated direct engagement between stakeholders from Catholic School Agencies and government department officials to enable enhanced collaboration, skill development and co-ordination in addressing teacher workforce shortages. AISNSW – Implementation completed in 2019/20, activities will be ongoing • In 2023, AISNSW continued to support this strategy by engaging in consultations with AITSL and the NSW Government. AISNSW entered the second year of a 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).
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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Strengthen accountability measures for non-government schools that receive state funding, initially through development of memoranda of understanding with the sectors.	Non-government	2019	Both non-government sectors – implementation completed in 2019/20, activities are ongoing - 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. CSNSW – implementation completed in 2019/20, activities are ongoing - CSNSW continues to be represented on the NSW Non-Government Schools Not-For-Profit Advisory Committee, which is directly responsible to the NSW Minister for Education and Early Learning. - In 2023, CSNSW engaged in the 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 and the review of the Minister’s not-for-profit guidelines. - Since the Memorandum of Understanding was signed, CSNSW has continued to participate in the Accountability Working Group (ACG), working with the NSW Department of Education and AISNSW to implement the Implementation Plan.

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			AISNSW – implementation completed in 2019/20, activities are ongoing • AISNSW continues to be represented on the NSW Non-Government Schools Not-for-profit Advisory Committee, which is directly responsible to the NSW Minister for Education and Early Learning. • In 2023, AISNSW engaged in the 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 and the review of the Minister’s not-for-profit guidelines. • Since the Memorandum of Understanding was signed, AISNSW has continued to participate in the Accountability Working Group (ACG), working with NSW Department of Education and CSNSW to implement the Implementation Plan. • In 2023, 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 2023. AISNSW also continued an innovative partnership with the Australian Institute of Company Directors, who delivered governance training specifically for NSW Independent school directors
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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
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	Government sector – implementation completed in 2019/20, activities are ongoing - NSW continued to distribute funding to government schools through the needs-based Resource Allocation Model (RAM). - Schools are expected to align needs-based funding to initiatives outlined in the Strategic Improvement Plan and report on impact in the annual report.

Reform Direction C – Enhancing the national evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Establish a Catalyst Lab to explore and test innovative educational practice in partnership with schools and other partners.	Government	2019	Government sector – implementation completed in 2019/20, activities are ongoing In 2023 the NSW Department of Education signed an agreement with the University of Technology Sydney and Western Sydney University for a 3.5-year research project, Thrive, funded by the

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Paul Ramsay Foundation. The program is a case study in how philanthropy, universities and government can work together to support improved outcomes for young people in NSW. Thrive has a fundamental focus on supporting equitable outcomes in education and supporting the provision of meaningful post-school pathways. The project will use statistical machine learning and qualitative methods to seek to identify causal pathways for students that are able to succeed despite the odds. • The department's Centre for Education Statistics and Evaluation (CESE) is currently undertaking several research activities that explore innovative educational practices, including: • Delivering a research 'database' as part of the Screen Use and Addiction Research Fund (Screen Fund) election commitment. CESE is considering a structure for cooperating with external research through innovative Research Collectives to optimise Screen Fund research. Research Collectives are a process of dynamic exchange between a group of researchers and a lead team of investigators, resulting in high quality research synthesis. The research database resulting from these collectives will turn new research findings into practical advice on

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			optimal screen use for schools, teachers, parents and carers, and department policy makers. • CESE is working with the Deputy Premier's Chief Behaviour Advisor, Prof Donna Cross, on pioneering longitudinal research exploring the drivers of bullying and cyber-bullying in particular, using one of Australia's largest and most comprehensive education data sets. • CESE is working with world-class researchers at the University of New South Wales in 'Identifying Personal, Instructional, and Social Factors Supporting Positive Year 12 Outcomes Among Students from Different Geographic Locations in NSW public schools'. This work will inform evidence-based policy to support a key equity priority of the NSW Department of Education.