

National School Reform Agreement

Western Australia Bilateral Agreement: 2024 Progress Report

National School Reform Agreement – Bilateral Agreement

Report – WA – 2024

Executive Summary

In 2024, Western Australia continued to meet its Bilateral Agreement commitments as part of the *National School Reform Agreement* (NSRA). The State's public, Independent and Catholic school sectors worked collaboratively, supporting school principals, teachers and other support staff to progress implementation of Western Australia's agreed reform actions.

In 2024, all agreed reform actions under NSRA have been completed.

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Progress Against Each Reform Direction

Reform Direction A - Support students, student learning and achievement

Improving student engagement and wellbeing in schools

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Improved strategies to support positive behaviour consulting with key stakeholders, training for staff, changes to departmental policies, a positive parenting program for early intervention and a youth forum.	All sectors	Ongoing ¹	Completed. Public schools <ul style="list-style-type: none">• Free Triple P (Positive Parenting Program) seminars continued to be offered to parents of students in the early years of school and during the transition into secondary schooling.• Since 2023, the School of Alternative Learning Settings (ALS) operates in all 8 educational regions across 12 individual sites, supporting students with violent or aggressive behaviour to develop positive

¹ Reference to “ongoing” in this document is as per the NSRA and reflects the status of the actions during the term of the Agreement, not necessary following its expiry.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>behaviour change and transition back to school or into a long-term education program.</p> <ul style="list-style-type: none"> • Since 2023, revised Student Behaviour in Public Schools policy and procedures have been implemented in schools. • The School of Special Educational Needs: Behaviour and Engagement supports schools to systematically address behavioural challenges and provides professional learning in behaviour support, including WA Positive Behaviour in Schools and Classroom Management Strategies. • Since 2024, a trial of 16 Complex Behaviour Support Coordinator supports schools to develop whole-school tiered and connected supports to holistically address the varied needs of students, including students with disability and/or complex needs. • School staff continued to access de-escalation professional learning with Team Teach.

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			<p>Catholic schools</p> <ul style="list-style-type: none">• Catholic Education Western Australia (CEWA) staff continued to access the 6-hour Neurobiology of Trauma training delivered by the Australian Childhood Foundation.• CEWA co-funded the Berry Street Trauma Informed Education Model.• The evidence-based CEWA Strategic Wellbeing Framework to support Tier 1 preventative strategies for behaviour continued to be rolled out across CEWA schools – 100% coverage.• Team Teach training delivered to teachers and other appropriate staff, as requested and required by schools.• A third behaviour support consultant was appointed. <p>Independent schools</p> <ul style="list-style-type: none">• Almost 400 staff at 58 schools participated in either professional development or one-on-one consultation with the School Psychology Service on matters such as restorative approaches to behaviour policy; understanding the neurobiology
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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			and development of regulation skills and executive functions; and positive behaviour for classroom management.
Increase beginning teacher expertise in developing positive behaviour and incorporate de-escalation training into the Graduate Teacher Program.	All sectors	Ongoing	<p>Completed.</p> <p>Public schools</p> <ul style="list-style-type: none"> • Mandatory training in de-escalation and positive responses to behaviour of concern for all graduate teachers employed in public schools continued. • The Graduate Teacher Induction Professional Learning program continues to incorporate de-escalation training and complements the Western Australian Department of Education's revised Student Behaviour in Public Schools Policy and Procedures. <p>Catholic schools</p> <ul style="list-style-type: none"> • In 2024, 94% of early career teachers participated in the CEWA Early Career Teacher (ECT) Program

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>which supports and empowers early career teachers through targeted, face-to-face professional learning and central, regional and school-based mentoring. A dedicated consultant continued to coordinate the program and liaised closely with CEWA's Psychology, Safety and Wellbeing Team, Teaching and Learning Directorate and Religious Education Directorate to provide support to early career teachers.</p> <p>Independent schools</p> <ul style="list-style-type: none"> • The Association of Independent Schools of Western Australia (AISWA) School Psychology Service delivered training to 43 beginning teachers from 24 schools on classroom positive behaviour, regulation and de-escalation. These teachers were enrolled in 2 cohorts AISWA's Early Career Teacher program.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Deliver professional learning to support student health and wellbeing in schools.	All sectors	Ongoing	<p>Completed.</p> <p>Public schools</p> <ul style="list-style-type: none"> • A range of professional learning opportunities were provided to teachers, school leaders and other community members working with young people, to increase their capacity to support student health and wellbeing, including: • Gatekeeper Suicide Prevention training to 979 school staff. • Youth Mental Health First Aid training to 764 school staff. • Student Services online professional learning modules are available, aligned to the Department of Education’s revised Student Behaviour in Public Schools Policy.

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			<p>Catholic schools</p> <ul style="list-style-type: none">• Professional learning continued to be delivered within the context of CEWA’s Strategic Wellbeing Framework, which was developed in collaboration with schools and strategic tertiary partnerships.• Staff scholarships were provided to complete Professional Certificate in Leading Wellbeing through the University of Notre Dame• Partnership with U R Strong has expanded and provided student connectedness and peer relationships training to CEWA schools.• Personalised training in ‘Why Wellbeing’ and strength-based education delivered across multiple schools to staff.• Development and pilot of CEWA Wellbeing Measure with accompanying staff training for data analysis• Gatekeeper Suicide Prevention continued to be delivered to staff.• New partnership established with Black Dog Institute to deliver Building Educator Skills in Adolescent Mental Health training.
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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • Youth in Distress training delivered to school based mental health practitioners to collaborate and develop a team approach to managing NSSI and suicidal behaviour • An annual 2-day symposium to with all CEWA school counsellors, social workers and psychologists to align and improve professional practice with student mental health and wellbeing • A CEWA Mental Health Practitioner Professional Practice Guidelines resource was launched. <p>Independent schools</p> <ul style="list-style-type: none"> • In 2024, Youth Mental Health First Aid training was delivered to 163 staff from 37 schools. • Over 100 staff from 50 schools participated in Gatekeeper Suicide Prevention training. Independent school staff also attended cross-sector Gatekeeper courses held in partnership with CEWA

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>and the Department of Education under the Mental Health Commission School Response Program.</p> <ul style="list-style-type: none"> • School psychologists delivered additional professional learning to approximately 300 staff from 50 schools to support student mental health and wellbeing. Topics included: trauma-aware education, anxiety, social emotional wellbeing for Aboriginal young people, development of whole school wellbeing plans and other mental health and wellbeing topics.
Publish planning guides and fact sheets for schools and their communities to reduce bullying and violence.	All sectors	Ongoing	<p>Completed.</p> <p>Public schools</p> <ul style="list-style-type: none"> • The revised Student Behaviour in Public Schools Policy and Procedures continued to be implemented in schools. • Schools have access to supporting resources to assist them to implement processes to prevent

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>bullying, including cyberbullying and racism. This includes access to the Bullying No Way: National week of action.</p> <p>Catholic schools</p> <ul style="list-style-type: none"> • The Child Safe Framework implemented in all schools, continued to be supported by in situ and centrally delivered professional learning. • Consent and Respectful Relationships funding was used to create resources and training to prevent and intervene with bullying and violence. • CEWA School Guidance on Student Threats resource was developed. <p>Independent schools</p> <ul style="list-style-type: none"> • The National Day of Action against Bullying and Violence was promoted by schools. • Training, information, resources and support regarding the prevention of bullying and violence in schools was provided to schools.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> Targeted professional learning from the School Psychology Service was delivered to schools to support their policy development and response to bullying and violence (e.g. restorative practices; friendship development and relational bullying).
<p>Deliver professional learning to promote improved student health, well-being, and engagement in schooling.</p> <p>Share successful models of student engagement programs across schools and regions.</p>	All sectors	<p>2019 (early mid) to 2020</p>	<ul style="list-style-type: none"> N/A - completed in 2020.
<p>Publish planning guides and fact sheets for schools and communities to support re-engagement programs.</p>	All sectors	<p>2019 (early mid) to 2020</p>	<ul style="list-style-type: none"> N/A - completed in 2020.

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Improving classroom practice and virtual learning opportunities

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

Senior secondary transition

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Investigating university pathways, and trialling and implementing portfolio entry into university to evaluate	Independent schools	2019 (late) to 2020	<ul style="list-style-type: none"> N/A - completed in 2020.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
the effectiveness pathways and outcomes for students in the first year of university.			
Contribute to national effort and discussion regarding the review of senior secondary education, pathways to work, further education and training and consideration of prerequisites for university entry.	All sectors	2019 (early – mid) onwards	<ul style="list-style-type: none"> N/A - completed in 2020.

General Capabilities (Australian Curriculum)

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Enhance the focus on General Capabilities, as outlined in the Australian Curriculum, for the various learning areas.	All sectors	2018 to 2020	<ul style="list-style-type: none"> N/A - completed in 2020.
Continue to support the use of formative assessment tools, such as Brightpath.	All sectors	2018 to 2020	<ul style="list-style-type: none"> N/A - completed in 2020.

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

Public School Review Process

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Public School Review (PSR) will provide assurances to the Minister, Director General and school communities that public schools are operating effectively and delivering high quality education to its students.	Public schools	2018 to 2023	<p>Completed.</p> <ul style="list-style-type: none"> PSRs were conducted on 279 public schools in 2024. For 210 of these schools, this was their second cycle of PSR.
School principals, in collaboration with school staff, will critically assess data and other evidence related to student achievement and school operations, as a basis for decisions about the actions required to maximise achievement across all student cohorts, including priority equity cohorts.	Public schools	2018 to 2023	<p>Completed.</p> <ul style="list-style-type: none"> School and student data systems continued to be maintained and enhanced to support public schools with key data and analytics for self-assessment and reporting, including regional and network analytics. Public schools continued to assess their performance against the Standard for Public School Review, based on the 5 domains of

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			the School Improvement and Accountability Framework, in addition to student achievement and progress.
Public schools will undertake and submit a school self-assessment using an educative electronic school assessment tool (ESAT) that provides verifiable judgments about student achievement and school operations.	Public schools	2018 to 2023	Completed. <ul style="list-style-type: none"> All 279 schools that underwent a PSR in 2024 conducted a school self-assessment using the ESAT.
Public schools will make student achievement, both academic and non-academic, the central priority of school self-assessment, including a focus on priority equity cohorts, where applicable.	Public schools	2018 to 2023	Completed. <ul style="list-style-type: none"> The PSR process continued to validate schools' effectiveness in creating and sustaining the conditions for student success, including for priority equity cohorts.
Performance validation will be identified through a subsequent report that includes the school's responsiveness to key elements of school	Public schools	2018 to 2023	Completed.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
effectiveness and will reflect the school's compliance with corporate reporting requirements.			<ul style="list-style-type: none"> • Reports on performance were provided to all 279 schools that underwent a PSR in 2024.
All public schools will be reviewed on a continuing three-year cycle using both system and school-based information	Public schools	2018 to 2023	<p>Completed.</p> <ul style="list-style-type: none"> • By the end of 2024, all of Western Australia's public schools have been reviewed, excluding public schools that recently opened and have not yet commenced the 3-year review cycle.
A PSR implementation review will be undertaken at the conclusion of 2021 (i.e., first year of cycle).	Public schools	2018 to 2023	N/A - completed in 2023.

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Support for school leaders

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Improved talent identification and selection through better-targeted and differentiated leadership development and support programs.	Public/Catholic schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> N/A - completed in 2020.
Introduction of a new leadership talent identification process. Review principal selection processes and trial alternative resources.	Public schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> N/A - completed in 2020.
Implement self-assessment development analysis using the Principal Performance Improvement Tool.	Public and Independent schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> N/A - completed in 2021.
Introduction of a new leadership program where aspiring leaders are encouraged to self-select into the relevant programs.	Public and Independent schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> N/A - completed in 2020.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Develop and implement a 'Transition Support program' for new principals	Public and Independent schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> N/A - completed in 2020.
Support for the 'WA Public School Leadership Strategy 2018-2021' that will comprise 10 projects, with each of these projects having a focus on supporting leaders from diverse backgrounds and different school contexts. One project has as its explicit focus a suite of early identification and development opportunities tailored for Aboriginal people who aspire to school leadership.	Public schools	2018 to 2021	<ul style="list-style-type: none"> Completed - all 10 projects have been implemented.
Implement the 'Aspirant Aboriginal Leaders' project that includes the Department co-developing: <ul style="list-style-type: none"> an aspirant Aboriginal statement with key stakeholders, current and aspirant Aboriginal leaders; 	Public schools	2018 to 2021	<ul style="list-style-type: none"> N/A - completed in 2021.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<ul style="list-style-type: none"> • a suite of development opportunities with Aboriginal leaders, including a career pathway program that is specifically targeted to the needs of aspirant Aboriginal leaders; and • a mentoring and coaching support structure contextualised to support aspirant Aboriginal leaders. 			
Enhance the Leadership Development program focused on 'Building Cultures of Teaching Excellence'.	Independent schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> • N/A - completed in 2021.
Introduction of the Lead Principal role to ensure all principals receive professional and personalised support from a highly credible colleague.	Independent schools	2019 (early/mid) to 2020	<ul style="list-style-type: none"> • N/A - completed in 2020.
Early Career Teachers program to provide opportunities for teachers in their first and second	Independent/Catholic schools	2019 (early/mid)	<ul style="list-style-type: none"> • N/A - completed in 2020.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
year of practice to network and develop their capabilities			
Implement the School Climate Survey to provide leaders with information regarding the cultural climate of their organisation.	Catholic schools	2019 (early/mid)	<ul style="list-style-type: none"> N/A - completed in 2020.

Recruitment and management of staff in remote areas

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Development of professional teaching and leadership networks in remote schools across regions and sectors via remote school conferencing, social media, and video conferencing.	Independent schools	2019 (mid/late) to 2020 (mid)	<ul style="list-style-type: none"> N/A - completed in 2019.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Establishment of a process for remote teachers and leaders to undertake the certification at Highly Accomplished and Lead Teacher level.	Independent schools	2019 (mid/late) to 2020 (mid)	<ul style="list-style-type: none"> N/A - completed in 2020.

Teacher workforce

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Support national discussion and effort related to initial teacher education and the teacher workforce, including future arrangements to contribute to the Australian Teacher Workforce Data Strategy.	All sectors	2019 (mid/late) onwards	<ul style="list-style-type: none"> N/A - completed in 2020.

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Aboriginal Cultural Standards Framework

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Provide professional learning and evidence-informed resources to increase the capacity of teachers to embed Aboriginal histories, cultures and languages into their classroom practice.	Public schools	Ongoing	<p>Completed.</p> <ul style="list-style-type: none"> In 2024, the Department delivered 76 professional learning workshops to 3,869 principals, teachers, undergraduate teachers, Aboriginal and Torres Strait Islander education officers, graduate school psychologists, central and regional office staff, and external providers to support the creation of culturally responsive schools. In 2024, 380 staff completed the online self-paced Culturally Responsive Pedagogies professional learning course, launched in 2023.
Undertake case studies with a sample group of schools, in a range of contexts to capture promising practices on the use of the Framework in their local	Public schools	Ongoing	<ul style="list-style-type: none"> N/A - completed in 2021 and activities will be ongoing.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
context, for sharing across schools and networks. The case studies will be used to inform the Department's approaches to supporting schools with implementation.			
Provide targeted support to build the capability of school leaders to use the Framework to develop and sustain an individual and school-wide focus on improving the participation, engagement and achievement of Aboriginal students and drive improvement planning.	Public schools	Ongoing	Completed. <ul style="list-style-type: none">• The Department continued to prioritise system change by creating a culturally responsive public schooling system through the provision of professional learning, advice and guidance for schools.• The Culturally Responsive School Leadership program, a one-year program to develop the cultural responsiveness of public school principals, continued in 2024.
Implement the Transforming Lives strategy to 'close the gap' between the achievement and retention of Aboriginal students and their non-Aboriginal peers.	Catholic schools	2019 to 2020	<ul style="list-style-type: none">• N/A - completed in 2020.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Investigate opportunities to extend Cultural Competency online professional development from initial trial with Catholic Education Western Australia (CEWA) office staff to all state-wide CEWA employees.	Catholic schools	2018 to 2019 (early)	<ul style="list-style-type: none"> N/A - completed in 2019.

Science, Technology, Engineering & Maths (STEM)

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

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

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Reform Direction C – Enhancing the national evidence base

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

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Reporting in a nationally consistent manner on students with disability and the adjustments these students receive to enable schools to evaluate their learning and support systems.	All sectors	2019 to 2023	<p>Completed.</p> <p>Public schools</p> <ul style="list-style-type: none"> School staff continued to be provided with online professional learning on the Nationally Consistent Collection of Data (NCCD) on School Students with Disability. By the end of 2024, 965 staff had completed the Department's self-paced online module on supporting students with an imputed disability under the NCCD. <p>Catholic schools</p> <ul style="list-style-type: none"> School leadership and teaching staff were provided with professional learning on the NCCD in 2024, which included a full-day regional professional

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>learning and moderation session (13 schools), individual whole-school professional learning (6 schools) and NCCD information webinar (72 participants).</p> <ul style="list-style-type: none"> Professional learning continued to be promoted through the NCCD portal e-learning modules. The NCCD Guidelines 2023 were promoted to schools to support accurate data reporting. NCCD data continued to be analysed to highlight trends and significant data variations of individual schools and system wide. The analysis informed and guided follow-up discussions and further professional learning for individual schools. <p>Independent schools</p> <ul style="list-style-type: none"> NCCD information and professional learning continued to be provided to school leaders and teachers through webinars, face-to-face sessions and the elearning- modules on the NCCD portal.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • AISWA Inclusive Education Consultants provided support and professional learning to schools to improve teacher and leader understanding of the NCCD and improve the consistency of data. • 2022 NCCD data was used to support schools on specific matters and for targeted professional learning.
Teachers make evidence-based decisions about the level of adjustment being provided for each student with disability, and the broad category of disability, to achieving quality teaching for all students.	All sectors	2019 to 2023	<p>All sectors Completed.</p> <ul style="list-style-type: none"> • Moderation sessions for all school settings continued to be delivered to increase consistency of understanding and reliability of teacher's professional judgments. • AISWA provided school consultancy and professional learning to Independent School staff to improve their understanding of their obligations under the Disability Standards for Education 2005 in

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			providing reasonable adjustments and high -quality teaching for students with disability.
Regular collection of data to assist with the evaluation and adjustments to learning and support systems.	All sectors	2019 to 2023	All sectors Completed. <ul style="list-style-type: none"> Guidance materials and professional learning continued to be provided to support schools with data collection, reporting processes and evaluation of adjustments.

Enhancing the evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Contribute to national discussion and efforts relating to a national unique student identifier (USI), an independent	All sectors	Life of the Agreement	Completed.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
national evidence institute, and improving national data quality, consistency, and collections.			<p>Public schools</p> <ul style="list-style-type: none"> • The Department continued to be represented on national working groups, including for the development of the National Schools USI, National Formative Assessment Resource Bank, post school destinations, student attendance reporting, interstate student data transfer and major national data quality, collection and reporting endeavours such as the National School Statistics Collection and Report on Government Services. • Representatives were participants in the School Policy Group and the Australian Curriculum, Assessment and Reporting Authority's National Assessment, Data and Reporting Reference Group (NADAR) and the Annual National Report (ANR) Working Group.

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			<p>Catholic schools</p> <ul style="list-style-type: none"> • CEWA continued to collaborate on this policy initiative to work towards a USI. <p>Independent schools</p> <ul style="list-style-type: none"> • Continued to regularly consult with and provide feedback to national data initiatives through Independent Schools Australia. • Continued to be represented on various national committees and working groups, as well as state-wide cross-sectoral groups related to national data improvements.