

National School Reform Agreement

New South Wales Bilateral Agreement: 2024 Progress Report

National School Reform Agreement – Bilateral Agreement Report – NSW 2024

Executive Summary

In 2024, 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, 2023 and 2024 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, 2023).

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.
- The NSW Department of Education commenced development of a Year 1 Number Screening Check to support schools to identify students at risk and provide targeted teaching and intervention in response.
- The NSW Department of Education launched the Anti-Racism Strategy 2024-35, committing to eliminating racism in the public education system by the end of 2035.

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

- The NSW Department of Education established the Highly Accomplished and Lead Teacher Talent Pipeline to provide a state-wide framework of high-level support, advice and contextualised resources for teachers, school leaders and networks for those working towards the higher levels of accreditation.
- The School Leadership Institute launched the Regional, Rural and Remote Middle Leaders program to provide equitable access to professional learning across the state, piloted mentoring

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programs to nurture school leaders, developed a teacher leader development program and continued offering ongoing leadership development and on-demand resources.

The School Administration Improvement Program trialled the impact of more than 600 support staff in over 400 NSW schools, concluding in December 2024. Learnings from the program informed the new School Administration Reduction Program, which will support more than 700 schools to streamline operations.

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

- Working with schools to identify successful practices which strengthen the experience for students and their families as they transition from primary to high school.
- Continuing work to deliver a research 'database' as part of the Screen Use and Addiction Research Fund.
- Continuing working with Professor Donna Cross on research exploring the drivers and impacts of bullying.

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Progress Against Each Reform Direction

References to “*ongoing*” work refer to the implementation status of the item at the conclusion of the National School Reform Agreement and does not necessarily reflect further work that may have occurred since the expiry of the Agreement.

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	All sectors – completed in 2019 <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	Government sector – work is ongoing <ul style="list-style-type: none">The NSW Department of Education continued to deliver implementation support across the system for the revised curriculum.From 2024, teachers are implementing the new English and Mathematics syllabuses for K–10 students. Teachers of Aboriginal, Classical and Modern Languages K–10 began teaching the new

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>syllabuses in 2024 and 6 other syllabuses across 7–12. Meanwhile, the reform continues with new elective syllabuses being developed across 7–12.</p> <ul style="list-style-type: none"> • Teachers provided feedback on draft versions of the following syllabuses: <ul style="list-style-type: none"> ○ 7–10 syllabuses: Work education 7–10, Child Studies 7–10, Design Innovation Technology 7–10, Industrial Technology 7–10 ○ 11–12 syllabuses (Creative Arts): Dance 11–12, Dance Life Skills 11–12, Drama 11–12, Drama Life Skills 11–12, Music 1 11–12, Music 2 11–12, Music Extension 11–12, Music Life Skills 11–12 ○ 11–12 syllabuses (Science): Biology 11–12, Living World Science Life Skills 11–12, Chemistry 11–12, Chemistry World Science Life Skills 11–12, Earth and Environmental Science 11–12, Earth and Environmental Life Skills 11–12, Physics 11–12, Physical World Life Skills 11–12 ○ 11–12 syllabuses (Human Society and Its Environment): Economics 11–12, Legal Studies 11–12, Law and the Community Life Skills 11–12

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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"> • NESA published new syllabuses in 2024 <ul style="list-style-type: none"> ○ HSIE K–6 ○ Science and Technology K–6 ○ Creative Arts K–6 ○ PDHPE K–10 ○ Geography 7–10 ○ History 7–10 ○ Aboriginal Studies 7–10 ○ Commerce 7–10 ○ Music 7–10 ○ Visual Arts 7–10 ○ Aquatic Technology 7–10 ○ Agriculture Technology 7–10 ○ Engineering Technology 7–10 ○ Ancient History 11–12 ○ Ancient History Life Skills 11–12 ○ Modern History 11–12 ○ Modern History Life Skills 11–12 ○ History Extension 11–12 ○ Mathematics Standard 11–12

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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"> ○ Mathematics Life Skills 11–12 ○ Mathematics Advanced 11–12 ○ Mathematics Extension 1 11–12 ○ Mathematics Extension 2 11–12 ○ English Studies 11–12 ○ English Advanced 11–12 ○ English EAL/D 11–12 ○ English Standard 11–12 ○ English Life Skills 11–12 ○ English Extension 1 & 2 11–12 ● In 2024, NESA continued to release syllabuses in line with the Curriculum Reform timeline announced in June 2023. The timeline 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 the school year and maximise the opportunities for teachers to contribute and provide feedback. ● Leading effective curriculum implementation (LECI) was introduced in 2023 as synchronous online professional learning to support

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			<p>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. In 2024, LECI moved online to on demand eLearning and has 5500 enrolments across all six modules.</p> <ul style="list-style-type: none"> Curriculum Reform Communities (CRC) was established in 2022 as a statewide initiative to support schools in implementing the new NSW syllabuses. Designed for all K–12 schools, CRC connects school coordinators with curriculum leaders through a collaborative Teams space, termly presentations, targeted professional learning and regular communication. By the end of 2024, CRC networks had grown to include over 1720 schools and 2300 members of across the Teams platform. A 3-year independent evaluation of CRC, conducted by Griffith University in collaboration with CESE, found CRC strengthened curriculum implementation through equitable information sharing, leadership development, school collaboration and accessible professional learning and resources. Throughout 2023 and 2024, CRC continued to promote sustainable curriculum

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			<p>change, with a strong emphasis on localised implementation supported by professional learning and collaboration aligned to the NSW Plan for Public Education.</p> <ul style="list-style-type: none"> • A comprehensive range of resources, guiding advice and professional learning continues to be available for school leadership teams to support teachers with curriculum implementation as new syllabuses are published. • The small and unique schools team was established in 2023 to provide tailored curriculum support for small schools and Schools for Specific Purposes (SSPs). In 2024, Communities of Practice successfully expanded to include a dedicated CRC for School for Specific Purposes and support units, including hospital schools and the Education Training units (ETUs) in Juvenile Justice settings. • In 2024, the department released the effective assessment practice e-guide for teachers and leaders K–10. This resource is designed as a practical guide as schools continue to refine assessment practice while planning and implementing new syllabuses released through the NSW Curriculum Reform. It aims to: <ul style="list-style-type: none"> ○ establish a consistent understanding of evidence-based assessment advice

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			<ul style="list-style-type: none"> ○ provide guidance on assessment design and implementation ○ support the use of evidence-based assessment strategies. <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 delivering annual curriculum reform conferences and providing regular communications, resources, and support material to assist schools with familiarisation and implementation of the new syllabuses. • In 2024, CSNSW conducted a variety of professional learning opportunities. These included: <ul style="list-style-type: none"> ○ K–6 Curriculum working group that continued to meet regularly to discuss the implications of the reforms and key outcomes from the Curriculum and Credentials Committee of NESA. The working group was also a forum for sharing resources and programs. ○ CSNSW hosted curriculum implementation community sessions that were led by Dr Simon Breakspear.

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			<ul style="list-style-type: none"> ○ CSNSW continued to make available asynchronous online professional learning sessions to Catholic schools. ○ Ongoing participation in NESA Teacher Expert Networks (TENs). ○ Around 400 school and system leaders and teachers participated in the 2024 CSNSW Curriculum Reform Conference (K-12): “Animating the Curriculum for Human Flourishing”. 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. <p>AISNSW – work is ongoing</p> <ul style="list-style-type: none"> ● During 2024, AISNSW was represented on multiple cross-sector curriculum groups and participated in consultations to inform the development of K–10 syllabuses for subjects including Creative Arts, HSIE, and for 7–10 Syllabuses including Aboriginal Studies, History, Geography, Visual Arts, Commerce, Technology subjects, Child Studies and Work Education. AISNSW also participated in consultations to inform the

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			<p>development of senior secondary syllabuses for Legal Studies, Economics, Drama, Dance, Music and the Sciences.</p> <ul style="list-style-type: none"> 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 in their context.
<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"> The NSW Department of Education provides an annual ongoing investment to support new priorities to lift literacy and numeracy results in NSW government schools, including:

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			<ul style="list-style-type: none"> ○ 1380 Full Time Equivalent Assistant Principal, Curriculum and Instruction roles across 1,760 public schools with K-6 enrolments to support leadership of evidence-based teaching practice. ○ Literacy and numeracy specialist positions provide support to schools K-12. • In 2024, there were 2 schools participating in Intensive Strategic Support (ISS), 62 schools participating in Strategic Support, 270 schools participating in Guided Support and 80 schools participating in Collaborative Support for Unique Settings. • At the end of 2024, one high school and one primary school had completed two years of ISS. The support provides system expertise through the ISS Lead to partner with schools and Director Educational Leadership (DEL) to provide school excellence planning in identified areas of need across the whole School Excellence Framework. The support aligns to existing School Excellence cycle activities such as School Excellence Plan development and SEF self-assessment. From 2025, 2 primary schools and 2 high schools will be onboarded to ISS each year.

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			<ul style="list-style-type: none"> • In 2024, the Universal Resources Hub (URH) was accessed by 43,717 users in 2,192 schools. • In August 2024, six evidence-based literacy and numeracy resource packages were launched for primary and secondary schools, accessible via the URH. The packages equip teachers and school leaders to effectively teach specific literacy and numeracy skills. <ul style="list-style-type: none"> ◦ From August to December 2024, the resource package websites received 21,000 views, while interactive materials received 8,500 views. Additionally, over 3,800 teachers from nearly 1,400 schools have accessed the URH resource package collections or cards. • 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-

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			<p>assessment annually and external validation occurs once every school excellence cycle. Data is captured at the system level.</p> <ul style="list-style-type: none"> • 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: <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, and the Inclusive Assessment Program comprised of Literacy and Numeracy Precursors and Passport for Learning. • In 2024, the department began development of a Year 1 Number Screening Check to support schools to identify students at risk and

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			<p>provide targeted teaching and intervention in response. A small trial was undertaken with 19 public schools in Term 4, 2024 with a larger trial planned for 2025.</p> <ul style="list-style-type: none"> • From 2023, the NSW Government committed \$278.4 million over four years to deliver permanent literacy and numeracy tutoring programs in all NSW public schools. This is an election commitment funded through the Education Future Fund. • In 2024, all NSW public schools were required to identify students for small group tuition using a range of assessment information, with a particular focus on students identified as Needing Additional Support based on the previous year's NAPLAN results. Schools are expected to use multiple sources of evidence to form an on-balance judgment when prioritising support. This will continue in 2025 with strengthened guidelines requiring pre- and post-assessment of the National Literacy and Numeracy Learning Progressions to monitor growth and program impact. • Schools experiencing staffing challenges can also access Online Small Group Tuition. Lessons are delivered remotely by NSW Department of Education teachers during school hours, using the school's SGT funding allocation. Online SGT teachers collaborate

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			<p>with schools and provide feedback on student progress. In 2024, over 2 x 18 Week Cycles, 5,568 live online lessons were delivered (to 614 students across 28 schools. 69% of students participating were from Rural and Remote schools and 27% identified as Aboriginal or Torres Strait Islander students.</p> <ul style="list-style-type: none"> In 2024 the department published a statement on explicit teaching in NSW public schools. This statement has been followed by resources and professional learning to establish shared understanding and deep implementation for explicit teaching as an evidence-based practice shown to increase student achievement. Through a whole of department focus, highly skilled and experienced teachers and leaders were supported to deepen their knowledge of explicit teaching in the classroom. <p>CSNSW – partially completed/some work is ongoing</p> <ul style="list-style-type: none"> In 2024, Best Start Kindergarten Assessment was implemented on an opt-in basis in 185 Catholic schools in NSW and the ACT. The Year 7 assessment was discontinued for all NSW schools in 2024. 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

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			<p>individualised learning support, particularly for those students who were identified with gaps in their literacy and/or numeracy development as they transitioned into primary school. CSNSW facilitated access to system-level data through data requests to the NSW Department of Education.</p> <ul style="list-style-type: none"> • 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 to schools annually. In 2024, 354 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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			<p>AISNSW – partially completed/some work is ongoing</p> <ul style="list-style-type: none"> During 2024, Independent schools accessed evidence-based literacy and numeracy professional learning from AISNSW literacy and numeracy experts, in person and online. 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.
<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 (RAM), 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 Multicultural Education Policy, the revised Anti-Racism Policy, the mandatory staff training of the Aboriginal Education Policy, and the Connected Communities Strategy.

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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"> • In 2024, the department published the 2023-2024 Multicultural Policies and Services Program (MPSP) report, outlining progress in meeting the educational needs of culturally diverse communities in NSW. As part of the MPSP, the department is legislatively required to have a Multicultural Plan. The 2024-27 Multicultural Plan outlines the department's commitment to providing culturally responsive and equitable opportunities and experiences that meet the needs of culturally, linguistically and religiously diverse communities, in line with Our Plan for NSW Public Education. • In 2024, an evaluation of the implementation of the department's Anti-Racism Policy was completed by the Centre for Education Statistics and Evaluation. The evaluation report is expected to be published in 2025. • In 2024, the department launched the Anti-Racism Strategy 2024-35. The Anti-Racism Strategy is a 12-year department-wide commitment to eliminating racism in the public education system by the end of 2035. It provides a long-term plan to prevent all forms of racism in public schools and department workplaces and respond strongly and clearly if it does occur. It aims to do so by setting firm

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>foundations, building everyone's capability and strengthening anti-racism systems and processes.</p> <ul style="list-style-type: none"> • In 2024, the department expanded its hybrid model of intensive English support of students with low English proficiency to include 24 schools in rural regional and remote NSW. • Throughout 2024 the department continued its recruiting drive to fill the 1000 EAL/D specialist teaching positions which will support and meet the learning needs of students with low English proficiency. • In 2024, the department extended its EAL/D Leadership Strategy for another 3 years and increased the number of EAL/D Leaders to 31, working across numerous principal networks. The leaders work with schools to improve classroom practice and develop teaching and learning programs targeted at supporting students with low English proficiency. • The Connected Communities Strategy was 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

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>embeds Aboriginal perspectives and emphasises the importance of partnering with the local Aboriginal community to improve educational outcomes for Aboriginal students and all students.</p> <ul style="list-style-type: none"> • 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. • In 2023, the department commenced the culturally responsive evaluation of the Connected Communities Strategy. After the publication of A Culturally Responsive Evaluation of the Expanded Connected Communities Strategy in 2024, the NSW Government announced the extension of the Connected Communities Strategy for a further 10 years in all 33 Connected Communities schools.

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			<ul style="list-style-type: none"> • The NSW Government also announced the establishment of a Ministerial working group to ensure a whole-of-government focus on the implementation of the Connected Communities Strategy. • In 2024, NSW continued its partnership with the NSW CAPO and the NSW AECG to deliver initiatives that support HSC and school completion pathways. Through My Future, My Culture, My Way, the department highlighted and focussed on student stories of success. Aboriginal and/or Torres Strait Islander students had access to Language and Culture, STEM (Science, Technology, Engineering, Mathematics) and SHOW (Sport, Health, Opportunity, Wellbeing) camps delivered by the NSW AECG. • In 2024, 9346 staff participated in 12 Aboriginal Education Courses including Aboriginal Education Policy, Personalised Learning Pathways, Aboriginal Histories and Cultures and Aboriginal Pedagogies. • In 2024, a new professional learning course was developed to strengthen the capacity of school leadership teams in embedding Aboriginal education into School Excellence Plans. • In 2024 the Guiding Principles in Leading Aboriginal Education were developed to provide school leaders with a clear framework for

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			<p>fostering inclusive school cultures, driving collaborative leadership, and embedding Aboriginal and/or Torres Strait Islander perspectives and high expectations in all aspects of school planning and practice.</p> <ul style="list-style-type: none"> • 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. • In 2024, the department continued working with NESA and the NSW AECG to develop resources to support the ongoing implementation of the new Aboriginal Languages K-10 syllabus. • In 2024, the department successfully delivered Kimberwalli Cultural Immersion Excursions to 2932 students from 53 schools 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. • In 2024, the department successfully delivered the Rural and Remote Education Strategy Implementation Plan (2024), taking a whole-of-system approach to drive sustainable change for regional,

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			<p>rural and remote learning communities. Key initiatives that were prioritised related to Tailored Housing Support, Strengthening Professional Connections, and Rural and Remote Staffing Support. Additionally, the department continued to embed the needs of regional, rural and remote learning communities in programs already being delivered.</p> <ul style="list-style-type: none"> • The NSW Assessment for Complex Learners project began in 2019 and was finalised in 2023. The project was renamed the Inclusive Assessment Program (IAP). In 2024, IAP was made available to Schools for Specific Purposes (SSPs) and support units in mainstream schools with accompanying professional learning, resources, a dedicated MS Teams to support effective implementation. • 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.

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			<ul style="list-style-type: none"> • 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 regular one to one 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. • In 2024, the department conducted research into the challenges faced by school staff, students and parents when making applications for HSC disability provisions. This led to the development of resources for schools to support them in understanding the process and helping them to identify students who may require disability provision for HSC exams. The resources are available on the department's website and have received positive feedback.

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			<ul style="list-style-type: none"> • In 2024, the School Leadership Institute (SLI) held induction conferences for newly appointed leaders, including comprehensive learning on leading for including educational equity, inclusion and wellbeing, and leading Aboriginal education. • In 2024, SLI launched a Regional, Rural, and Remote Middle Leaders Program to deliver quality leadership development opportunities to schools in rural and regional areas. <p>CSNSW – partially completed/some work is ongoing</p> <ul style="list-style-type: none"> • CSNSW and Armidale Catholic Schools co-hosted the 2024 Aboriginal and Torres Strait Islander State Education Conference, “Spirit On Country: Learning Together Then, Now and Always” (22-24 October 2024) at the Tamworth Regional Entertainment and Conference Centre. The conference focused on the critical role of Catholic education in supporting Aboriginal students to become successful lifelong learners and brought together 500 attendees from across NSW and the rest of Australia, including system, school, and community leaders, teachers, support staff, parents, elders, and students. • In 2024, all diocesan Catholic School Agencies continued to engage with the NSW Catholic Schools Aboriginal and Torres Strait Islander Strategy endorsed in 2020 by attending the Building Leadership in Aboriginal Education Across Catholic Schools in NSW/ACT
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			<p>Symposium. Eighty educators from across Catholic schools in NSW participated.</p> <ul style="list-style-type: none"> • In 2024, more than 800 Catholic school sector staff, across a number of dioceses and RI/MPJP Catholic schools, participated in Crossing Cultures Hidden Histories (CCHH) workshops. • In 2024, online Instructional Strategies courses supported teachers in meeting the needs of students 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 2024, CSNSW finalised the redevelopment of the Personalised Planning Tool (PPSD) commenced to implement the recommendations from the 2022 review by Dr David Evans. The redeveloped PSD aligns with the evidence-based personalised learning process and the evidence requirements for the Nationally Consistent Collection of Data. • In 2024 CSNSW hosted a combined Disability and Behaviour symposium to support teachers and school leaders working with

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			<p>students with disability. There was a specific focus on Nationally Consistent Collection of Data processes.</p> <ul style="list-style-type: none"> • In 2024, CSNSW facilitated once again 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. <p>AISNSW – partially completed/some work is ongoing</p> <ul style="list-style-type: none"> • In 2024, AISNSW expanded the Waratah Project to support the learning outcomes and engagement of Aboriginal and Torres Strait Islander students in 40 schools, including one NSW Department of Education school. • AISNSW continued 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 regular online connection events.

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			<ul style="list-style-type: none"> • In 2024, 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. • AISNSW facilitated a network of teachers with expertise in supporting students with EAL/D backgrounds who meet regularly to share best practice to support student outcomes through quality teaching.

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

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<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	<ul style="list-style-type: none"> 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). 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. NESA continues to work with all NSW ITE Providers to embed the nationally mandated Core content in all NSW ITE Programs by the

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>end of 2025. The nationally mandated Core content includes 4 areas: the Brain and Learning; Effective Pedagogical Practices; Classroom Management and Responsive Teaching.</p> <ul style="list-style-type: none"> • All ITE programs in NSW must show evidence that graduates will meet all aspects of NESA's Elaborations in Priority Areas, including the priority area of students with disability. ITE students are required to demonstrate knowledge of legislative responsibilities and educational policies as they relate to educational settings for students with disability, and promoting student well-being and mental health, including the Disability Discrimination Act 1992, Disability Standards for Education 2005, and the Nationally Consistent Collection of Data on School Students with Disability must be explicitly and systematically embedded across discipline specific and curriculum method units within any program of study. • All accredited NSW ITE programs are required to include at least one standalone unit of Special Education study to support and enrich the learning of students with disabilities. Graduate teachers are required to demonstrate a broad understanding and knowledge of how teaching programs and resources can meet specific learning needs of all students, including inclusive education practices,

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			adjustments, specialist support and government and community services.
<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	Ongoing	<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, in October 2024 NESA realised its streamlined processes for HALT accreditation to align with Australian Institute for Teaching and School Leadership (AITSL's) updated Framework for the Certification of Highly Accomplished and Lead Teachers. NESA continues to work with employers, universities, and individual schools/services to identify programs that support teachers to fully demonstrate nominated Standard Descriptors at the Highly Accomplished level through a streamlined pathway for applicants to meet Highly Accomplished teacher accreditation requirements. Since 2024, NESA has approved 9 HALT pathway programs across the sectors as well as a university program that can contribute towards a Highly Accomplished teacher application.

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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"> • In October 2024 NESA updated the Applying for HALT Accreditation Procedure to streamline the requirements to achieve and maintain HALT accreditation making the HALT pathway more flexible, accessible and achievable. • The NSW Department of Education established the HALT Talent Pipeline to provide a state-wide framework of high-level support, advice and contextualised resources for teachers, school leaders and networks for those working towards the higher levels of accreditation. This included: <ul style="list-style-type: none"> ○ Provision of both point-in-time and self-paced differentiated professional learning ○ Provision of explicit supports for state-wide HALT networks and cohorts, including the launch of two DoE NESA Recognised Programs ○ Design of responsive contextualised resources to support individual HALT applicants and school leaders ○ Facilitation of HALT incentive and reimbursement initiatives ○ Facilitation of DoE HALT Assessor initiatives. • The NSW Department of Education HALT Talent Pipeline launched a virtual community of practice known as the HALT Hub to support

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>aspiring HALTs during their accreditation journey. The HALT Hub provides access to e-learning and resources, a network of aspiring and existing HALTs, professional learning workshops and a space to receive timely quality advice. There were 1011 NSW Department of Education teachers and school leaders enrolled as the Department's HALT Hub members at the end of 2024.</p> <ul style="list-style-type: none"> 23 NSW Department of Education teachers achieved HALT accreditation in 2024, with an additional 246 teachers commencing the HALT application process. The total number of HALTs employed in NSW Department of Education schools at the end of 2024 was 240. <p>CSNSW – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none"> The number of HALTs in the Catholic Sector in 2024 was 59. The numbers are expected to increase in 2025 as many teachers in the Catholic sector are in the process of becoming HALTs. In October 2024, NESA released the revised highly accomplished lead teacher (HALT) policy. Teachers working towards HALT are required to complete two modules addressing 20 standard

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>descriptors from the Australian Professional Standards for Teachers (APST). The revised policy mandates cover 14 of the 20 standard descriptors and offers flexible pathways to demonstrate the impact of a teacher's work at the higher levels of certification.</p> <ul style="list-style-type: none"> In 2024, CSNSW worked closely with the ACU to develop the Graduate Certificate in Leadership (Highly Accomplished and Lead Teacher) into a NESA-recognised HALT pathway. Completion of the graduate certificate is now recognised as a module contributing to achievement of HALT status. <p>AISNSW – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none"> In 2024, AISNSW continued to work with AITSL and NESA regarding accreditation of HALTs. Involvement with the network of accredited HALTs continued in 2024. The Independent School Teacher Accreditation Authority (ISTAA) continued to support applications for HALTs from independent schools in 2024.

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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"> 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. By 2024, more than 38,000 teachers have completed the teacher suitability assessments and behavioural interview since launching the Teacher Success Profile in 2019.
<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 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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			<p>numeracy, curriculum implementation. HSC, vocational education, High Potential and Gifted Education, and Aboriginal Education.</p> <ul style="list-style-type: none"> • 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 a significant increase of professional learning, almost tripling the reach to from 2022 to over 50,000 participations. In 2024, 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. • To maintain teacher accreditation with NESA, all teachers must take part in ongoing Professional Development (PD) related to the Australian Professional Standards for Teachers (the Standards). Teachers accredited at Proficient, Highly Accomplished or Lead Teacher have the same requirements and must complete 100 hours of PD in each maintenance period. The NESA Professional
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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			Development Framework (the Framework) has been developed to help all teachers select and engage in effective professional development activities that best suit their professional needs and individual context to improve student learning outcomes.
<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"> The department continued to develop and support current and future school leaders by providing innovative and evidence-informed programs and resources through the School Leadership Institute (SLI). In 2024, the SLI engaged with more than 6,100 current and future school leaders in nearly 1,780 schools, through leadership induction conferences, leadership development programs, and online resources. The SLI launched the Regional, Rural and Remote Middle Leaders program to provide equitable access to professional learning across the state, piloted mentoring programs to nurture school leaders, developed a teacher leader development program and continued

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>offering ongoing leadership development and on-demand resources.</p> <ul style="list-style-type: none"> • 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. • The department continued to provide expanded offerings of the Principal Leadership Learning.

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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"> Lifting the Burden to allow schools to focus on teaching and learning <ul style="list-style-type: none"> Reduce the administrative burden on schools, principals and teachers to increase the amount of time to focus on high quality teaching and learning. 	Government	2019	<p>Government sector – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none"> The department 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 50 initiatives currently underway that address various workload pain points. Over the last year, the department focused on acting on valuable staff feedback to deliver meaningful, sustainable and long-term solutions to workload challenges. This included: <ul style="list-style-type: none"> reducing the number of changes introduced to schools consolidating and halving the number of policy documents streamlining External Validation, and; working with NESAs to provide teachers with more flexibility in completing professional development. The School Administration Improvement Program which trialled the impact of more than 600 support staff in over 400 NSW schools, to ease the admin workload of teachers and other school staff, closed in December 2024. The Program was evaluated, and learnings were

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>adopted to establish the School Administration Reduction Program across 2025-2026 with over 700 schools to enabling them to streamline operations to devote more time to core teaching and learning.</p> <ul style="list-style-type: none"> • NSW EduChat, the department's generative AI tool, was launched in 2024 and is also available to all school staff to help with the automation of administrative tasks. • The department is also working with the NSW Teachers Federation to implement changes from the new three-year award agreement and provide additional workload relief through additional school development days from 2025 to 2027 aligned with the roll out of the new curriculum, meeting limits, guidance on what assessments are mandatory and optional, and greater professional development support. Results from the 2024 People Matter Employee Survey supports improvement is being made to address schools' workload challenges. • 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

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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"> De-cluttering the curriculum as part of the NESA review. 	All sectors	2020	<p>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 (URH) which provides quality assured resources. This platform offers additional materials for teachers to make programming and lesson planning easier.</p> <ul style="list-style-type: none"> In 2024, resources on the URH 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. Currently the URH contains 2,368 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. <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: <ul style="list-style-type: none"> stronger foundations for future learning, more time for teaching

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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"> ○ strengthened post-school pathways. • September 2024 marked the completion of the reformed K–12 mandatory curriculum. In 2024, 6 7–10 syllabuses , including English K–10 and Mathematics K–10 were implemented in all schools and 5 11–12 syllabuses were also implemented. All remaining syllabuses are on track to be delivered by 2025 for Years 7–10 and by 2027 for Years 11–12. • CSNSW continued to provide support to schools and dioceses to implement new 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 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)
<ul style="list-style-type: none"> Harmonising the Commonwealth / State administrative arrangements. 	Non-government	2019	<p>Both non-government sectors – Harmonising the Commonwealth/State administrative arrangements – Implementation completed in 2019/20</p> <ul style="list-style-type: none"> 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 2024, CSNSW continued engaging with the Commonwealth about further opportunities for harmonisation with State arrangements. There are further opportunities to reduce duplication, which should be pursued under the Better and Fairer Schools Agreement. AISNSW continued support with independent schools during 2024, to implement the strengthened accountability measures for financial acquittal obligations.
<ul style="list-style-type: none"> Targeted initiatives to improve system and school effectiveness 	All Sectors	2019 2019	<p>Government sector activities in 2024</p> <ul style="list-style-type: none"> NSW continued to strengthen its school planning processes in 2024 through the School Excellence Policy and School Excellence

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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"> ○ 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>Framework. The School Excellence Policy and School Excellence Framework outline NSW’s commitment to school planning, ongoing self-assessment, annual reporting and external validation. In 2024 all schools were supported to transition to version 3 of the School Excellence Framework.</p> <ul style="list-style-type: none"> • All NSW government schools can seek assistance with a school development review, which can provide a clearer line of sight to next steps in school improvement. • In 2024, NSW government schools were offered targeted support across four types of differentiated support through the departmentally-approved Differentiated School Supports methodology. This methodology prioritises offers of support based on analysis of schools’ self-assessments against the School Excellence Framework and system and contextual information, including divisional feedback. • The four types of support offered to schools in 2024 were Guided Support, Collaborative Support in Unique Settings, Strategic Support and Intensive Strategic Support. At the end of 2024 this process, called, Engaging in the Right Support (EiTRS), made 361 offers of support across NSW. 281 schools accepted offers of support and

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			<p>have since begun participating in differentiated support that is grounded in NSW's School Excellence Framework. In 2024 270 schools participated in Guided Support, 62 schools participated in Strategic Support and 80 schools participated in Collaborative Support for Unique Settings.</p> <ul style="list-style-type: none">• In addition, NSW government schools can access the Universal Resources Hub (URH) at any time. The URH provides staff with online access to quality assured teaching, learning and school excellence resources.• Intensive Strategic Support continued during 2024, with existing evaluative and reflective system activities conducted with one high school and one primary school completing two years of support. The support provides system expertise through the ISS Lead to partner with schools and Director Educational Leadership (DEL) to provide school excellence planning in identified areas of need across the whole School Excellence Framework. The support aligns to existing School Excellence cycle activities such as School Excellence Plan development and SEF self-assessment. From 2025, 2 primary schools and 2 high schools will be onboarded to ISS each year.• In 2024, with two years of NAPLAN data are available, all NSW Public Schools were supported with guidance to reset reading and numeracy school improvement measures for 2025-2027 where they meet the participation thresholds for using NAPLAN. All schools
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			<p>have reading, numeracy, attendance and senior secondary pathways (secondary schools only) improvement measures in their SEP.</p> <ul style="list-style-type: none">• In 2024, all NSW government schools had a comprehensive School Excellence Plan aligned to student learning outcomes. Schools report annually on their achievements and progress towards the strategic directions identified in their School Excellence Plan.• Every year all NSW government schools complete an annual self-assessment against the School Excellence Framework. Once in every four-year school planning cycle all NSW government schools participate in an external validation of the evidence of their self-assessment. Findings from each school's external validation informs the development of their next School Excellence Plan and the strategic directions it will pursue over the forward four years.• School processes for curriculum and policy compliance are 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 2023, 214 schools participated in CPM. In 2024, 385 schools participated in CPM.
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			<p>CSNSW – partially completed/some work is ongoing</p> <ul style="list-style-type: none"> • Biannual CSNSW State of the System reports (Volumes 1 and 2) were delivered to CSNSW Ltd Members in 2024. This reporting will continue in 2025. 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 2024, Volume 2 reported on Extra-Curricular and Co-Curricular Activities in NSW Catholic schools. • In 2024, CSNSW undertook its first full year of monitoring (after a transition in the second half of 2023) as the single Catholic registration system under the NSW Education Act. The CSNSW Registration system’s processes span a five-year cycle, with each diocesan school system monitored once every five years. • The five-year cycle and reporting framework focus on a subset of requirements from the Registration Systems and Member Non-Government Schools Manual. CSNSW liaises closely with NESA and school proprietors to ensure appropriate responsiveness to and proactive engagement with emerging compliance risk areas. <p>AISNSW – partially completed/some work is ongoing</p> <ul style="list-style-type: none"> • In 2024, AISNSW continued delivering targeted support to aid schools in the review of education quality through continuous quality
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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>improvement system initiatives. Participating schools received strengthened tailored support via face-to-face onsite school visits and remote delivery.</p> <ul style="list-style-type: none"> 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.
<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 reflecting respective areas of responsibility. 	All sectors	2019	<p>All sectors – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none"> In 2024, the 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: <ul style="list-style-type: none"> Awarding 121 future teacher scholarships to successful STEM undergraduates and STEM industry professionals seeking a career change to teaching. Appointing 9 teachers who retrained in a STEM related subject into permanent positions in government schools as they become available and awarding 8 scholarships to

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>teachers undertaking studies to retrain in a STEM related subject.</p> <ul style="list-style-type: none"> ○ Appointing 50 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 a number of attraction and retention initiatives designed to address NSW teacher workforce needs. These initiatives 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 teachers in high demand areas such as rural, regional and high-demand metropolitan areas. <p>CSNSW – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none"> • 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 2024,

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>CSNSW continued to facilitate 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.</p> <p>AISNSW – Implementation completed in 2019/20, activities will be ongoing</p> <ul style="list-style-type: none"> In 2024, AISNSW continued to support this strategy by engaging in consultations with AITSL and the NSW Government. AISNSW entered the third year of a three-year initiative aimed at developing innovative, evidence-based projects to support teacher retention; 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.

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			<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 is directly responsible to the NSW Minister for Education and Early Learning. • In 2024, CSNSW and AISNSW engaged closely with the NSW Government review of section 83C led by A/Professor Tom Alegounarias. The purpose of the review was to examine the operation of section 83C within the context of the Act and to make recommendations to the Deputy Premier and Minister for Education and Early Learning on any improvements. • Since the Memorandum of Understanding was signed, in 2020 CSNSW has continued to participate in the Accountability Working Group (ACG) and work with the NSW Department of Education and AISNSW to pursue any ongoing activities under the associated Implementation Plan. <p>AISNSW – implementation completed in 2019/20, activities are ongoing</p> <ul style="list-style-type: none"> • AISNSW continued 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.
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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"> • In 2024, AISNSW engaged in the independent review of Section 83 of the Education Act 1990 (NSW) to improve the regulation of the not-for-profit requirements for NSW non government schools. • 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 2024, 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 2024.
<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). • Schools are expected to align needs-based funding to initiatives outlined in the School Excellence Plan and report on impact in the annual report.

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Reform Direction C – Enhancing the national evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<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"> In 2024, the NSW Department of Education continued working with the University of Technology Sydney and Western Sydney University on the second year of a 3.5-year research project, Thrive, funded by the Paul Ramsay Foundation. Thrive has a fundamental focus on supporting equitable outcomes in education and supporting the provision of meaningful post-school pathways. The team completed causal mapping of factors that influence students to finish school well using LSAC data and proposed co-design initiatives with schools that focus on students' sense of belonging. These will be implemented in 2025. <p>The department's Centre for Education Statistics and Evaluation (CESE) is currently undertaking several research activities that explore innovative educational practices, including:</p> <ul style="list-style-type: none"> Delivering a research 'database' as part of the Screen Use and Addiction Research Fund (Screen Fund) election commitment.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>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 optimal screen use for schools, teachers, parents and carers, and department policy makers.</p> <ul style="list-style-type: none"> • CESE is continuing to work with Professor Donna Cross – the chair of the anti-bullying working group – on research exploring the drivers and impacts of bullying. The pioneering longitudinal research exploring the drivers of bullying and cyber-bullying using one of Australia’s largest and most comprehensive education data sets, has been published. CESE is supporting Professor Cross by undertaking further research on the impacts of bullying of students’ academic and non-academic outcomes. • 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

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