

# **National School Reform Agreement**

## **New South Wales Bilateral Agreement: 2019 Progress Report**

### Executive Summary

Prior to signing the Bilateral Agreement with the Commonwealth Government, NSW had delivered an evidence-based reform program aimed at improving outcomes and opportunities for every student, including all equity cohorts. NSW has continued to build on this comprehensive reform program through implementing the reform directions agreed to in the Bilateral Agreement. The focus of these reform areas is on delivering equitable funding across all schools and sectors, and improving outcomes across the State. NSW is committed to improving core literacy and numeracy skills and ensuring every child has the best possible start to their education, through the promotion of universal access to early childhood education.

NSW has consulted with all school sectors in the preparation of this report, given that the reforms will see benefits for both government and non-government schools. Non-government representative bodies have also provided separate annual reports to the Commonwealth Government under the [Non-Government Reform Support Fund Guidelines 2020](#). These reports are in relation to activities in 2019, including the implementation of school education reforms.

NSW has made considerable progress towards each of the reforms marked for action in 2019, which align with the national reform directions of the National School Reform Agreement (NSRA).

Under the reform direction of supporting students, student learning and achievement, NSW achieved the following in 2019:

- Released the [Interim Report for the Curriculum Review \(PDF 1MB\)](#) in October 2019.
- Released the [NSW Disability Strategy](#) to focus investment on teachers and other support staff to strengthen support for students with a disability.
- Continued to implement Rural and Remote Network Initiatives, and coordinated the 2019 one-day Rural and Remote Education Conference.
- Implemented the 'Connected Communities' strategy to engage Aboriginal students in their learning. From 2021, the NSW Education Standards Authority (NESA) will implement a new requirement that all NSW Initial Teacher Education (ITE) programs include a dedicated unit of study on Aboriginal Education.

Under the reform direction of supporting teaching, school leadership and school improvement:

- NESA collaborated with NSW school sectors to establish the NSW Highly Accomplished and Lead Teacher (HALT) Network. NSW recognised the achievements of 23 teachers in the government sector in the HALT Awards initiative.
- NSW has introduced the Teacher Success Profile for all students commencing teaching degrees, including five criteria that graduates must satisfy to be considered for employment as teachers in government schools.
- In mid-2019, NESA launched the Professional Learning Commissioning Program to provide teachers with subsidised access to high-quality professional learning courses.
- In partnership with the University of Newcastle, NSW trained over 1,000 teachers from more than 500 schools in using Quality Teaching Rounds to focus on enhanced classroom practice.

Under the reform direction of enhancing the national evidence base, NSW has expanded its Catalyst Lab Innovation Program in 2019 to provide focus, structure and resources to build innovative educational opportunities. This follows a successful program pilot in 2018.

There are some reforms that were marked for completion in 2019 in the Bilateral Agreement where work is continuing. This reflects NSW's ongoing commitment to implementation of reforms. These include building a strong pipeline of teachers, and lifting the burden to allow schools and systems to focus on learning and teaching instead of administration.

## Progress Against Each Reform Direction

### Reform Direction A - Support students, student learning and achievement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Deliver the review of the K-12 curriculum to ensure the school education system is preparing students for the challenges and opportunities for the future.	All sectors	End of 2019	<p>Completed:</p> <ul style="list-style-type: none"> <li>✓ NSW released its <a href="#">Interim Report for the Curriculum Review (PDF 1MB)</a> in October 2019, which was opened for public consultation until December 2019. The interim report outlined a long-term approach to curriculum reform and includes 15 reform directions from Kindergarten to Year 12.</li> </ul> <p>Non-government sector(s) actions completed:</p> <ul style="list-style-type: none"> <li>✓ The Association of Independent Schools NSW (AISNSW) contributed to the curriculum review process in 2019 by participating in targeted consultation sessions with Professor Geoff Masters regarding the interim report.</li> <li>✓ All Catholic school agencies from across NSW, including those in regional and rural settings, engaged in the NSW curriculum review collaborative forums.</li> <li>✓ The NSW Catholic sector contributed to the NSW curriculum review through two submissions and direct engagement with the lead reviewer.</li> <li>✓ All Catholic school agencies participated in a range of policy and professional networks including the K-6 forum, Secondary Schools Curriculum Forum, Vocational Education and Training (VET) Reference Group and Registered Training Organisations (RTO) Managers Forum.</li> <li>✓ On a related matter, all Catholic school agencies participated in the Council of Australian Governments (COAG) Education Council Review of Senior Secondary Pathways through collaborative forums.</li> </ul>
Implement the refreshed curriculum post 2019 review, ensuring teachers are supported to implement a streamlined curriculum, including timely and formative assessments.	All sectors	From 2020	<p>On track:</p> <ul style="list-style-type: none"> <li>✓ The review will be used in the development of a refreshed K-12 curriculum. Delivery of the refreshed curriculum will occur after completion of the review in 2020.</li> </ul> <p>Non-government sector(s) actions completed:</p> <ul style="list-style-type: none"> <li>✓ The NSW independent sector and the NSW Catholic sector were represented in engagement with NESA and its program of curriculum development and implementation, as well as its assessment committees.</li> </ul>

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Embed evidence-based practices (particularly to boost early achievement in literacy and numeracy), including implementing the Literacy and Numeracy Action Plan (LNAP).</p>	<p>All sectors</p>	<p>End 2020 (LNAP), Ongoing</p>	<p>On track:</p> <ul style="list-style-type: none"> <li>✓ NSW is on track to implement the National Literacy and Numeracy Progressions and the NSW literacy and numeracy planning software for teachers PLAN2.</li> <li>✓ NSW will deliver action learning projects led by academics that cover literacy, numeracy and instructional leadership to Literacy and Numeracy Action Plan (LNAP) schools.</li> </ul> <p>Completed:</p> <ul style="list-style-type: none"> <li>✓ NSW has developed professional learning courses to build the capacity of school leaders and teachers to embed evidence-based practices, informed by data and evaluative thinking. Additional professional learning courses have been developed and released to meet the ongoing needs of schools in NSW.</li> <li>✓ High expectations are a key driver of student performance, and constitute one of the eight themes from NSW’s publication <a href="#">What Works Best (PDF 2MB)</a> (authored by the Centre for Education Statistics &amp; Evaluation). This has led to the research and publication of <a href="#">How high expectations and engagement in primary school drive student learning (7.4MB)</a>. The accompanying <a href="#">school reflection guide and case studies</a> support schools to embed this practice.</li> <li>✓ NSW is utilising the <a href="#">School Excellence Framework (291KB)</a> as an evidence-based driver of school improvement. This involves schools conducting an annual self-assessment to determine their level of practice across 14 elements. The school’s self-assessment judgements are externally validated as part of a School Excellence cycle.</li> <li>✓ NSW has appointed 424 instructional leader positions in 528 schools to drive improvement in K-2 literacy and numeracy, supporting 49,564 K-2 students (as at December 2019). This highlights NSW’s continued focus on early intervention through the Early Action for Success initiative.</li> </ul> <p>Non-government sector(s) actions completed:</p> <ul style="list-style-type: none"> <li>✓ In 2019, the AISNSW supported independent schools participating in the LNAP. Schools were assisted to implement evidence based practices including teaching phonics and numeracy, assessment for learning and effective pedagogy.</li> <li>✓ 99 NSW Catholic schools participated in the LNAP and implemented the literacy and numeracy learning progressions as a measure of K–2 student progress.</li> <li>✓ NSW Catholic schools also engaged in activities to enhance applicability of the literacy and numeracy learning progressions. These activities included supporting the Catholic sector to implement the LNAP, coordinating state-wide collaboration forums and cultivating learning partnerships between home, school and community. For example: the revised Best Kindergarten assessment was implemented in 190 schools; the new Best Start Year 7 assessment was implemented in 30 schools.</li> <li>✓ As part of an Early Years: Foundations for Learning project, Catholic Schools NSW (CSNSW) have developed an online resource for schools to support family engagement in early literacy and numeracy development. 16 modules have been developed as at December 2019. The resource will be made publicly available in 2020.</li> </ul>

<p>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.</p>	<p>All sectors</p>	<p>Ongoing</p>	<p>On track:</p> <ul style="list-style-type: none"> <li>✓ NSW continues to provide targeted funding for students at risk of educational disadvantage through the <a href="#">Resource Allocation Model (RAM)</a>, consistent with the Commonwealth Schooling Resource Standard (SRS). This includes guidance on the effective use of funding to address student need and improve student learning outcomes.</li> <li>✓ NSW continues to allocate specialist English as an additional language or dialect (EAL/D) teachers as a component of the English language proficiency equity loading and provide evidence based professional learning to support schools to meet the needs of students learning English as an additional language, including those from refugee backgrounds.</li> <li>✓ NSW continues to appoint a range of specialist staff and provide online training to support schools to meet the needs of students with a disability. This includes e-learning courses on the application of the Disability Standards for Education.</li> <li>✓ For students who are blind or have low vision, NSW continues to employ itinerant support teachers (vision) to provide tailored professional learning and to support school staff in making adjustments to teaching and learning.</li> <li>✓ NSW is implementing Rural and Remote Network Initiatives to: provide quality professional learning to rural and remote teachers; develop school leadership capacity and collaborative practices between communities and schools; and deliver innovative and engaging programs to improve learning outcomes of all rural and remote students.</li> <li>✓ NSW is currently implementing the 'Connected Communities' strategy. Connected Communities was developed in response to community concerns about improving outcomes for Aboriginal students and about the critical need for a comprehensive, innovative program to engage Aboriginal students in their learning.</li> <li>✓ Connected Communities schools work in partnership with Aboriginal parents and leaders in their area, to co-design and co-lead the strategy to meet local student needs.</li> </ul> <p>Completed:</p> <ul style="list-style-type: none"> <li>✓ In 2019, NSW released the <a href="#">NSW Disability Strategy</a>. The immediate focuses of the Strategy include: investing in teachers and other support staff to strengthen support for students with a disability; increasing resources and flexibility in schools; and building an evidence base to measure progress. A Progress Report on the Strategy was released in October 2019 to highlight achievements to date.</li> <li>✓ NSW coordinated the 2019 Rural and Remote Education Conference as a one-day professional learning event in three separate rural communities. It showcased innovative school projects, learning resources and pedagogy.</li> </ul> <p>Non-government sector(s) actions completed:</p> <ul style="list-style-type: none"> <li>✓ AISNSW supported students with disability through the Nationally Consistent Collection of Data on School Students with Disability (NCCD) project, delivering professional learning to support schools more effectively implement the NCCD, including quality assurance moderation. Further professional learning was available to schools focusing on broader related areas, including: <i>Learning Support Essentials, Whole School Mental Health, Redesigning Assessment Processes, Enrolling and Supporting Students with Diverse Needs and Universal Design for Learning: Meeting the Needs of All</i>.</li> <li>✓ AISNSW supported students at risk of educational disadvantage through             <ul style="list-style-type: none"> <li>○ The AISNSW Aboriginal and Torres Strait Islander Education program, supporting participating independent schools to develop and implement school-wide and individual learning strategies for Aboriginal and Torres Strait Islander students and cultural competence for school leaders and staff.</li> <li>○ The Additional Support for Refugee Students in Non-government Schools under the Syrian and Iraqi Humanitarian Intake project, supporting the delivery of education to newly arrived refugee students from Syria and Iraq in schools experiencing a significant intake of refugee students by providing one-off additional educational support.</li> </ul> </li> <li>✓ In supporting students at risk of educational disadvantage, CSNSW conducted state-wide conferences and developed best practice guides, online applications and reflection tools.</li> </ul>
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National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2019

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			<ul style="list-style-type: none"> <li>✓ All Diocesan Catholic School Agencies have been involved in the development of the NSW Catholic Schools Aboriginal and Torres Strait Islander Strategy, with further consultation to occur in early 2020. Over 500 delegates, including representatives from all Diocesan Catholic School Agencies participated in the state-wide Aboriginal education conference.</li> <li>✓ All Catholic School Agencies undertook moderation and NCCD training to support consistent application of the NCCD in Catholic schools and enhance pedagogical practice.</li> <li>✓ Across Catholic schools, more than 200 diocesan and school personnel participated in NESA-accredited Crossing Cultures, Hidden Histories professional learning.</li> <li>✓ The CSNSW Reconciliation Action Plan was developed.</li> <li>✓ 1300 VET teachers in Catholic schools and their 11,300 students implemented the new online tool to support work placement and over 150 teachers undertook training to deliver accredited VET courses.</li> <li>✓ Students and teachers from NSW Catholic schools achieved recognition through the cross-sector NSW Training Awards.</li> <li>✓ Non-metropolitan Catholic School Agencies benefited from representation at the NSW Rural and Remote Education Advisory Group and participation in the NSW Rural and Remote Conference, as well as other cross-sector professional learning, including access to HSC simulated marking.</li> </ul>

Reform Direction B - Support teaching, school leadership, school improvement

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Strengthen the mandatory content requirements of ITE courses in identified areas of STEM, Literacy/Numeracy, Students with Special Needs and Classroom Management.</p>	<p>All sectors</p>	<p>Ongoing</p>	<p>On track:</p> <ul style="list-style-type: none"> <li>✓ NSW continues to develop and strengthen the quality of ITE (which is not sector-specific).</li> <li>✓ All graduates from accredited NSW ITE Programs must pass the national Literacy and Numeracy Test for Initial Teacher Education (LANTITE) prior to undertaking their final professional experience placement.</li> <li>✓ In addition to state-specific subject content knowledge requirements, NSW (through NESAs) has recognised some teaching specialisations as a priority, including Mathematics, Science and Technology.</li> <li>✓ All NSW ITE programs have mandatory units in Special/Inclusion Education and Classroom Management is a priority elaboration.</li> <li>✓ NSW (through NESAs) continues to work with the national Expert Advisory Group alongside approved providers to implement the Teacher Performance Assessment (TPA) reforms. The TPAs have a rigorous passing standard to help assure the quality of all ITE graduates in NSW. As at December 31 2019, all 15 accredited NSW ITE providers had submitted a TPA to the Expert Advisory Group for assessment.</li> </ul> <p>Non-government sector(s) actions completed:</p> <ul style="list-style-type: none"> <li>✓ AISNSW and CSNSW supported this action through representation on NESAs’s Initial Teacher Education Committee and providing feedback on the mandatory content requirements.</li> </ul>
<p>Identify and support cohorts of high quality teachers across sectors for certification at Highly Accomplished and Lead Teacher level.</p>	<p>All sectors</p>	<p>2019</p>	<p>Completed:</p> <ul style="list-style-type: none"> <li>✓ In 2019, NESAs collaborated with NSW school sectors to establish the NSW HALT Network. This provides opportunities for Higher Accomplished and Lead Teachers in metropolitan, regional and rural areas to leverage, share and develop expertise across all sectors and stages of schooling.</li> <li>✓ In 2019, NSW recognised the achievements of 23 teachers in the government sector in the Highly Accomplished and Lead Teacher Awards initiative. These awards were developed to celebrate exemplary, innovative and compassionate teaching practice.</li> <li>✓ In 2018, NSW introduced the Mastery of Teaching Program for the government sector. It systematically identifies expert teachers and provides them with a structured support program to achieve Highly Accomplished Teacher Accreditation. As at December 2019, there were 62 teachers across 21 rural and remote networks due to submit their applications for Highly Accomplished accreditation in 2020.</li> </ul> <p>Non-government sector(s) actions completed:</p> <ul style="list-style-type: none"> <li>✓ AISNSW used a range of strategies to assist schools and encourage teachers to apply for HALT Accreditation. These strategies included establishing a network of accredited HALTs, providing professional learning to support the application process, and providing professional opportunities for teachers to share their journeys.</li> <li>✓ CSNSW took on the role of Teacher Accreditation Authority at the Highly Accomplished and Lead Teacher levels.</li> <li>✓ CSNSW actively engaged in policy development and implementation with NESAs and AITSL through various committees and panels including the Quality Teaching Council, the Moderating and Consistency Committee and the AITSL Professional Growth Network. All Catholic school agencies participated in the state-wide Teacher Development Network, which CSNSW convenes and chairs.</li> <li>✓ All CSNSW professional learning offerings were quality assured and accredited by NESAs. In the Catholic schools sector, there has been a 50% growth in teachers achieving HALT accreditation from the previous year with 125 new applicants seeking accreditation in 2019.</li> <li>✓ CSNSW established a portal for HALTs and aspiring HALTs to assist networking and to build individual and collective efficacy.</li> </ul>

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			<ul style="list-style-type: none"> <li>✓ 90% of accredited HALTs participated in specific professional learning led by CSNSW in 2019.</li> </ul>
Raise the bar for entry as a teacher in government schools through strengthened employment mechanisms.	Government	2019	<p>On track:</p> <ul style="list-style-type: none"> <li>✓ Teacher accreditation continues to be a mandatory requirement to teach in any NSW school and reflects a teacher's development of practice against the Australian Professional Standards for Teachers.</li> </ul> <p>Completed:</p> <ul style="list-style-type: none"> <li>✓ NSW has introduced the Teacher Success Profile for all students commencing teaching degrees. This establishes five criteria that graduates must satisfy to be considered for employment as teachers in government schools. The criteria include receiving a minimum credit grade point average across their university degree, and proving sound practical knowledge and ability (as reflected by an assessment of every practicum report).</li> </ul>
Improve the quality and relevance of professional learning, focused on improving student learning outcomes.	Government	2019	<p>On track:</p> <ul style="list-style-type: none"> <li>✓ NSW continues to improve the quality and relevance of professional learning through growing the evidence base on teaching practices that improve student outcomes. NSW leverages evidence-based case studies provided by the NSW Centre for Education Statistics and Evaluation (CESE).</li> </ul> <p>Completed:</p> <ul style="list-style-type: none"> <li>✓ In mid-2019, NSW (through NESAs) launched the Professional Learning Commissioning Program. The Program provides subsidised access to high-quality professional learning courses, to support teachers to access professional development in identified areas of workforce need. NESAs have selected Aboriginal and Torres Strait Islander education as the first priority area to be addressed through the Program.</li> <li>✓ NSW is committed to implementing NESAs' Framework for High-Quality Professional Experience in NSW Schools. NSW has signed Professional Experience Agreements 2019-2021 with the 16 NSW ITE Providers that reflect the key commitments, principles, practices and responsibilities outlined in the Framework.</li> <li>✓ In 2019, in partnership with the University of Newcastle, NSW (through the Department of Education) trained over 1,000 teachers from more than 500 schools in using Quality Teaching Rounds to focus on enhanced classroom practice.</li> </ul>
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>On track:</p> <ul style="list-style-type: none"> <li>✓ NSW continues to follow the School Leadership Strategy which aims to recognise, nurture and share leadership expertise, fostering links between school leaders. To facilitate the systematic induction of new principals, all first-time principals in their first year of appointment are formally coached by a Principal, School Leadership or a Principal, Coach Mentor.</li> </ul> <p>Completed:</p> <ul style="list-style-type: none"> <li>✓ The NSW School Leadership Institute has been established to develop and support current and future school leaders through providing innovative and evidence-based programs.</li> <li>✓ NSW has established the Aspiring Principals Leadership Program as an intensive, evidence-informed and action-oriented course to equip school or system leaders to lead improvement in student learning.</li> </ul>
<p>Lifting the Burden to allow schools to focus on teaching and learning</p> <ul style="list-style-type: none"> <li>• Reduce the administrative burden on schools, principals and teachers</li> </ul>	Government	2019	<p>Reducing the administrative burden – on track:</p> <ul style="list-style-type: none"> <li>✓ The 2018-19 NSW Budget allocated an additional \$50 million in flexible funding to schools to implement the School Leadership Strategy. This frees principals and school leaders from administrative work to focus more on instructional leadership, supported by both Directors, Educational Leadership and Principals, School Leadership.</li> </ul>



## National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2019

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>to increase the amount of time to focus on high quality teaching and leading.</p> <ul style="list-style-type: none"> <li>De-cluttering the curriculum as part of the NESA review.</li> <li>Harmonising the Commonwealth / State administrative arrangements.</li> </ul>	All sectors	2020	<p>De-cluttering the curriculum – on track:</p> <ul style="list-style-type: none"> <li>✓ The initial consultation on the curriculum review raised concerned from stakeholders about the volume of content contained in NSW syllabus.</li> <li>✓ One of the 15 reform directions in the draft report (released in October 2019) focuses on reforming the content and structure of the curriculum. This reform direction will be subject to further consultation in the process to develop a final report.</li> </ul>
	Non-government	2019	<p>Harmonising Commonwealth/State administrative arrangements – partially complete/on track:</p> <ul style="list-style-type: none"> <li>✓ NSW is negotiating a memorandum of understanding with the Commonwealth to support harmonisation processes.</li> <li>✓ The NSW Department of Education has worked with AISNSW and CSNSW on developing the memorandum of understanding.</li> <li>✓ NSW has completed harmonisation of the enrolment census with collaboration from all sectors. Harmonisation of funding for school systems is in progress.</li> <li>✓ In 2020, NSW will commence the process of harmonising financial acquittal obligations.</li> </ul> <p>Non-government sector(s) actions completed:</p> <ul style="list-style-type: none"> <li>✓ AISNSW liaised with independent schools regarding the harmonisation process.</li> <li>✓ CSNSW initiated a Better Smarter Regulation Project to surface areas where there may be administrative or other regulatory burden on school principals and teachers.</li> <li>✓ CSNSW convenes and chairs an IDEAS regulation and compliance network for Catholic School Agencies.</li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Targeted initiatives to improve system and school effectiveness</p> <ul style="list-style-type: none"> <li>Provide tailored support to improve every school, from capability-building to targeted intervention, using the School Excellence Framework to identify need and drive improvement.</li> </ul>	<p>All sectors</p> <p>Government</p>	<p>2019</p>	<p>On track:</p> <ul style="list-style-type: none"> <li>NSW's <a href="#">School Excellence Policy</a> and <a href="#">School Excellence Framework (291KB)</a> outline NSW's commitment to school planning, ongoing self-assessment, annual reporting and external validation.</li> <li>NSW continues to require all government schools to utilise the School Excellence Framework in their school planning and reporting cycle. NSW uses results from the Framework to report on systemic school performance to the Secretary, to help identify needs and areas where schools require support.</li> <li>The Leading Evaluation, Evidence and Data project, co-delivered by CESE and Principals, School Leadership will support 450 schools to undertake a rigorous situational analysis of their school context, developing the capabilities of school executive in the use of data, evidence and evaluation to drive strategic school improvement.</li> </ul> <p>Completed:</p> <ul style="list-style-type: none"> <li>In 2019, NSW delivered a capability-building course across the state on conducting authentic and accurate self-assessment. This course was designed to support school leaders to ensure that evidence collected for self-assessment leads to precision in their judgement of practice.</li> </ul> <p>Non-government sector(s) actions completed:</p> <ul style="list-style-type: none"> <li>AISNSW delivered targeted support to assist schools review the quality of the education they provide, and support principals and boards to plan and implement specific school improvement strategies. Participating schools were supported in 2019 to embed whole school planning into practice and implement processes for continual school improvement through: collecting, analysing and using a range of school and student data; identifying professional learning priorities; designing and implementing effective school-based professional learning activities based on identified professional learning priorities; and evaluating the impact of professional learning on effective teaching practices.</li> <li>CSNSW developed its Efficiency and Effectiveness Framework for reporting on system performance.</li> <li>The two biannual CSNSW State of the System reports to CSNSW Ltd Members were delivered, and an Excellence and Equity in Catholic Education stimulus paper was commissioned. A scoping paper on school and system review and improvement frameworks across Catholic education was also undertaken.</li> <li>A specialist CSNSW team known as Analytics Central was established to support in-house and external data analysis and reporting.</li> <li>CSNSW launched an online interactive dashboard to provide real-time and on-demand view of system performance metrics.</li> <li>CSNSW developed research partnerships to support system improvement and reform activity.</li> <li>All Diocesan Catholic School Agencies and individual schools accessed the online HSC data analysis reports for their agency/school and participated in online and face-to-face seminars to support use of the analysis in their schools.</li> <li>CSNSW updated the HSC analysis online learning modules and redeveloped the platform.</li> </ul>

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>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.</p>	<p>All sectors</p>	<p>2019</p>	<p>On track:</p> <ul style="list-style-type: none"> <li>✓ NSW is delivering its <a href="#">Early Childhood Education Workforce Strategy 2018-2022 (PDF5.3MB)</a>, which includes a focus on enabling the workforce to obtain qualifications and experience to prepare them for the workforce.</li> <li>✓ On 17 December 2019, NSW received the NSW Auditor-General's Performance Audit report on the supply of secondary teachers in STEM related disciplines. NSW (through the Department) is working to action the recommendations in the report, including more accurate tracking of supply and demand for secondary teachers, and revised incentives and scholarship programs. The report highlighted that the existing incentives and scholarship programs are communicated well to prospective teachers.</li> </ul> <p>Non-government sector(s) actions on track:</p> <ul style="list-style-type: none"> <li>✓ AISNSW supported this action by working with schools, governments and AITSL to progress the workforce strategy.</li> <li>✓ As a result of the CSNSW's <i>Efficiency and Effectiveness</i> mandate and the development of reporting frameworks to support Catholic school agencies, CSNSW began an ongoing project to analyse and report system-wide workforce data. This will continue in 2020 with a strategic review of Catholic education workforce and collaboration with AITSL as it develops the National Teacher Workforce Strategy.</li> </ul>
<p>Strengthen accountability measures for non-government schools that receive state funding, initially through development of memoranda of understanding with the sectors.</p>	<p>Non-government</p>	<p>2019</p>	<p>On track:</p> <ul style="list-style-type: none"> <li>✓ NSW Government has entered a memorandum of understanding with the non-government sector on strengthened accountability arrangements for the acceptable use of NSW Government funds.</li> <li>✓ The memorandum of understanding includes a commitment to: <ul style="list-style-type: none"> <li>○ High quality and equitable education for all students, and to the outcomes, targets and measures in line with the NSRA.</li> <li>○ Align financial and performance reports to support the NSW Government's Outcome Budgeting policy, with reports to the NSW Government to commence in 2020.</li> <li>○ Agreement on implementing measures that strengthen financial and systems accountability, by alignment with Commonwealth requirements that deliver both greater accountability and reduced red tape.</li> <li>○ Development of an Implementation Plan by April 2020.</li> </ul> </li> </ul> <p>Non-government sector(s) actions completed:</p> <ul style="list-style-type: none"> <li>✓ AISNSW and CSNSW participated in the Accountability Working Group (ACG), working with the NSW Department of Education and CSNSW to jointly develop the memorandum of understanding, committing to work collaboratively to implement strengthened accountability measures for non-government schools.</li> <li>✓ AISNSW and CSNSW were represented on the NSW Non-Government Schools Not-For-Profit Advisory Committee, which is directly responsible to the NSW Minister for Education for ensuring the financial responsibility and accountability of schools receiving NSW Government funding.</li> <li>✓ CSNSW continued with range of quality assurance and compliance activities to support Catholic School Agencies meet their reporting and other obligations. CSNSW further developed its system-wide performance reporting framework.</li> </ul>
<p>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.</p>	<p>Government</p>	<p>2019</p>	<p>On track:</p> <ul style="list-style-type: none"> <li>✓ NSW distributes funding to government schools through the <a href="#">Resource Allocation Model (RAM)</a>. The RAM recognises that students and school communities are not all the same, have different needs and require different levels of support. Schools are provided with evidence-based exemplars and support to ensure decision making for resource allocation is clearly aligned to the school planning and reporting cycle.</li> </ul>

Reform Direction C – Enhancing the national evidence base

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Establish a Catalyst Lab to explore and test innovative educational practice in partnership with schools and other partners.	Government	2019	<p>On track:</p> <ul style="list-style-type: none"> <li>✓ The Catalyst Lab’s current and future work plan includes:                             <ul style="list-style-type: none"> <li>○ Identifying, shaping and developing new educational approaches, particularly through ‘bottom-up’ processes that value new voices and emphasise pace, rigour and impact.</li> <li>○ Developing capacity building resources to support, embed and extend proven methodologies that drive an innovation culture and the benefits of new ideas.</li> <li>○ Developing strategic partnerships and strong collaboration with schools, stakeholders, experts and business partners to bring the best informed and most creative minds to solving challenges.</li> </ul> </li> </ul> <p>Completed:</p> <ul style="list-style-type: none"> <li>✓ Following a successful pilot in 2018, NSW has expanded its Catalyst Lab Innovation Program in 2019 to provide focus, structure and resources to build innovative educational opportunities.</li> </ul>