

National School Reform Agreement

Western Australia Bilateral Agreement: 2019 Progress Report

National School Reform Agreement – Bilateral Agreement Report – Western Australia – 2019

Executive Summary

In 2019, Western Australia (WA) made considerable progress towards implementation of its actions against each reform direction.

For Reform Direction A – Support students, student learning and achievement, all sectors progressed actions for improving student engagement and wellbeing in schools, and Catholic Education WA progressed actions for improving classroom practice and virtual learning opportunities. All sectors engaged in professional collaboration on key matters in 2019, including effort and discussion regarding the review of senior secondary education, pathways to work, further education and training.

For Reform Direction B – Support teaching, school leadership and school improvement, the Department of Education progressed its new Public School Review Process; all sectors progressed a range of actions to facilitate support for School Leaders; Independent schools implemented actions to strengthen recruitment and management of staff in remote areas; and all sectors contributed to national discussion regarding initial teacher education and the teaching workforce.

The Department of Education and Catholic Education WA progressed actions to support building the cultural competency and cultural responsiveness of their workforces. Catholic Education WA also progressed a range of further actions as part of its Transforming Lives strategy, to support in 'closing the gap' between the achievement and retention of Aboriginal students and their non-Aboriginal peers. Independent Schools completed a comprehensive blended pilot program with a focus on building cultures of teaching excellence in 2019. All sectors also progressed a range of actions regarding STEM Education.

For Reform Direction C – Enhancing the national evidence base, actions across all sectors regarding the Nationally Consistent Collection of Data for Students with Disability have been implemented and are ongoing, and all sectors contributed actions and to national discussion regarding enhancing the evidence base.

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Progress against each reform direction

Reform Direction A - Support students, student learning and achievement

Improving Student Engagement and Wellbeing in Schools

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|-------------|---------|--|
| Improved strategies to support positive behaviour consulting with key stakeholders, training for staff, changes to departmental policies, a positive parenting program for early intervention, and a youth forum. | All sectors | Ongoing | <p>Implemented and ongoing</p> <p>Department of Education (Public Schools)</p> <ul style="list-style-type: none"> • In December 2018, the WA State Government released a 10-point action plan to address violence in public schools. https://www.education.wa.edu.au/dl/69okxe • In 2019, the following items have been actioned: <ul style="list-style-type: none"> ○ changes to Department policy relating to suspension and exclusion of students; ○ established three Alternative Learning Settings to support the management of extreme behaviours in schools; ○ advice published for school staff in relation to responding to a fight and physical contact with students; ○ mandatory training in de-escalation and positive handling of aggressive behaviour for all graduate teachers employed in public schools. In 2019, over 3 700 Department of Education staff were provided with de-escalation and positive handling |

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|---------|-----------|--------|--|
| | | | <p>training, this included 2 629 staff who received the training as part of school-level professional learning requirements and 810 graduate teachers;</p> <ul style="list-style-type: none"> ○ inclusion of ‘good standing’ requirements in schools’ behaviour policies; ○ access to free parenting program, Triple P, for parents of young children; ○ progressed work on reviewing critical incident reporting and monitoring; ○ the WA Minister for Education and Training launched a “No Voice to Violence” campaign to promote key messages and materials; ○ information and advice for parents was published on the Department’s website: and ○ Premier’s youth forum conducted to give young people a voice to identify actions to address violence in the community. <ul style="list-style-type: none"> ● Support and access to professional learning focusing on positive behaviour is ongoing to all schools. ● Consultation with key stakeholders is ongoing through a Violence in Schools cross-agency working group. |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|-------------|---------|---|
| | | | <p>Catholic Education WA (CEWA)</p> <ul style="list-style-type: none"> • In 2019, <i>Team Teach</i> training was implemented to support schools in responding to behaviour and positive handling. • Two specialist roles were added within the Psychology Team to promote positive behaviour and provide consultation for complex behaviour. • A new course was created and delivered for schools titled ‘Catholic Education Classroom behaviour Strategies’. • A specific introductory module on behaviour has been introduced to the Early Career Teachers (ECT) Program facilitated by the CEWA Psychology Team. <p>Association of Independent Schools WA (AISWA)</p> <ul style="list-style-type: none"> • In 2019, the <i>Team Teach</i> program, which is a targeted program and addresses the specific school context, has been delivered at a range of schools. |
| Increase beginning teacher expertise in developing positive behaviour and incorporate de-escalation training into the Graduate Teacher Program. | All sectors | Ongoing | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • In January 2019, mandatory training in de-escalation and positive handling of aggressive behaviour for all graduate teachers employed in public schools was introduced. Professional learning is ongoing. |

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| | | | <p>CEWA</p> <ul style="list-style-type: none"> • Programs described above (for CEWA) were provided to beginning teachers, including in the ECT program. Courses were held in larger regional centres and in Perth and involved 230 ECTs. • Focus in the ECT program continued to be on classroom and behavioural management. <p>AISWA</p> <ul style="list-style-type: none"> • In April and July 2019, 35 beginning teachers participated in workshops covering multiple aspects of developing positive behaviour and de-escalation training presented by experienced classroom teachers, principals, teachers, inclusive education consultants and the psychology service. |
| Deliver professional learning to support student health and wellbeing in schools. | All sectors | Ongoing | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • A range of professional learning opportunities were provided to teachers and school leaders to increase their capacity to support student health and wellbeing, including: <ul style="list-style-type: none"> ○ online learning relating to medical and mental health conditions; |

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| | | | <ul style="list-style-type: none"> ○ targeted and individualised professional learning for school staff in partnership with WA Health teams; ○ <i>Youth Mental Health First Aid and Gatekeeper Suicide Prevention Training</i> delivered to staff across the three sectors; ○ Graduate school psychologists in public schools provided with a comprehensive program of professional learning over two years, increasing capacity to support student health and wellbeing in schools; ○ tailored professional learning for staff relating to mental health and wellbeing; ○ In 2019, the Department developed an <i>About FASD</i> professional learning package, which includes evidence-based teaching and learning strategies that can be used in the classroom to address the impacts of Fetal Alcohol Spectrum Disorder (FASD) on student learning and development. This became mandatory as part of the Graduate Teacher Program; and ○ commenced development of online professional learning modules for educators in the area of autism. |

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| | | | <p>CEWA</p> <ul style="list-style-type: none"> • In 2019, <i>Team Teach</i> training was implemented to support schools in responding to behaviour and positive handling. • A new course was created and delivered for schools titled ‘Catholic Education Classroom behaviour Strategies’. • A specific introductory module on behaviour has been introduced to the ECT Program and facilitated by the CEWA Psychology Team. • The school psychology team and student wellbeing team continued to collaborate in supporting schools through advice, resources and professional learning. <p>AISWA</p> <ul style="list-style-type: none"> • In 2019, AISWA conducted Mental Health First Aid trainings (including the 2 day Youth Mental Health First Aid course. YMHFA Refresher and short courses such as Suicidal person and non-suicidal self-injury). These remain a core offering. Courses are held both centrally and in school-based settings. During 2019 a total of 29 courses were held involving 297 staff from 39 schools. |

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| | | | <ul style="list-style-type: none"> • In 2019, schools had access to Aussie Optimism (AO) training, which is a social emotional learning resiliency program. Two schools involving 12 staff were trained in one of the AO suite of programs. Curtin University is currently revising the training program to allow more universality across the programs which may make this more sustainable for schools and increase their uptake of the program. • <i>PATHS</i> (Promoting Alternative Thinking Strategies) training was conducted in one school involving 14 staff in 2019. Promotion and ongoing coaching of this program will continue, although online training from the publisher is now available. |
| Publish planning guides and fact sheets for schools and their communities to reduce bullying and violence. | All sectors | Ongoing | <p>Implemented</p> <p>Department of Education</p> <ul style="list-style-type: none"> • Promotion of <i>National Day of Action against Bullying and Violence</i>. • In early 2019, resources were published to assist schools to implement better processes to manage and reduce bullying: <ul style="list-style-type: none"> ○ ‘one-stop-shop’ for easier access to the wealth of existing resources to reduce bullying in schools; ○ planning template and practical guide for developing a school bullying reduction policy; |

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| | | | <ul style="list-style-type: none"> ○ best practice case study for schools, which focuses on accountability and restoring relationships, rather than blame and punishment, to support their use of the planning template; and ○ dedicated online community for public school staff across the State to share strategies and practical tips on reducing and dealing with bullying. ● A ‘help sheet’ for parents, with advice and strategies in circumstances where their child is the subject of bullying behaviour at school, was made available to parents. ● The WA Minister for Education and Training launched a new course for parents and students on cyber safety, developed in collaboration with Legal Aid WA, in March 2019. ● As part of the State Government 10-point action plan to address violence in schools, a “No Voice to Violence” campaign was launched. This included the use of digital online, videos, posters, radios, Spotify, Podcasts, ad shells and Facebook to promote the key messages and materials. <p>CEWA</p> <ul style="list-style-type: none"> ● In 2019, student wellbeing consultants and school psychologists worked with schools on anti-bullying strategies. |

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| | | | <ul style="list-style-type: none"> • Specific training courses such as trauma-informed learning were provided to staff in some schools, particularly Curriculum and Re-engagement Education (CARE) schools and some Kimberley schools. <p>AISWA</p> <ul style="list-style-type: none"> • Annual promotion of <i>National Day of Action against Bullying and Violence</i>. • AISWA compiles and distributes a newsletter four times a year providing information and links to resources across a range of issues, including bullying, mindfulness, and mental health. |
| <p>Deliver professional learning to promote improved student health, well-being and engagement in schooling. Share successful models of student engagement programs across schools and regions.</p> | <p>All sectors</p> | <p>2019 (early-mid) to 2020</p> | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • All public schools have access to evidence-based social and emotional learning programs and resources, such as <i>Promoting Alternative Thinking Strategies, Friendly Schools Plus and Aussie Optimism</i>. • 300 schools were each provided funding equivalent to 0.1 FTE of a Level 3 classroom teacher to support the delivery of mental health programs for their students. • <i>Teen Mental Health First Aid and Youth Mental Health First Aid</i> professional learning designed to support staff and student |

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| | | | <p>identification, understanding and avenues for support for mental health is available to all public schools.</p> <ul style="list-style-type: none"> • The Department’s School Psychology Service provided specialist training, consultation and support to school staff, with guidelines for schools on suicidal behaviour and non-suicidal self-injury. • Successful models of student engagement programs were shared through: the Department’s online communication platform; Teacher Development Schools; and its Schools of Special Educational Needs. <p>CEWA</p> <ul style="list-style-type: none"> • In late 2019, planning commenced to establish an expanded student wellbeing team, including an additional 2.0 FTE consultants to support schools. • Anti-bullying programs as well as trauma-informed strategies were delivered to 75 schools. • The school psychology team and student wellbeing team supported schools through online professional learning and school visits. <p>AISWA</p> <ul style="list-style-type: none"> • In 2019, AISWA facilitated four network meetings for school-based psychologists where successful models of practice for |

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| | | | <p>improving student health, wellbeing and engagement were shared.</p> <ul style="list-style-type: none"> An AISWA Psychology Services Newsletter was shared four times in 2019, providing information and insight into successful practices and programs happening across schools. This is expected to continue in 2020. |
| Publish planning guides and fact sheets for schools and communities to support re-engagement programs. | All sectors | 2019 (early-mid) to 2020 | <p>Ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> All public schools have access to an Attendance Toolkit that provides strategies, programs and resources designed to increase student engagement and attendance. The Schools of Special Educational Needs: Behaviour and Engagement, Disability, Sensory and Medical and Mental Health websites provide resources and information to support schools to strengthen the engagement of students with disability and/or complex and challenging behaviour. In 2019, the Department progressed work on an attendance strategy and policy review, which will inform the development of guiding materials. This work continues in 2020. <p>CEWA</p> <p>In 2019, central consultants, School Improvement Advisors, Regional Officers and youth workers/engagement officers</p> |

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| | | | <p>supported all six CARE schools as well as schools with higher Aboriginal enrolments and in particular Kimberley schools.</p> <p>Networking between CARE schools and the work of the above personnel shared strategies and programs.</p> <p>AISWA</p> <ul style="list-style-type: none"> • In 2019, AISWA facilitated a collegiate network for Principals of CARE schools who meet once a term to share ideas and discuss current issues. • Provision of workshops and expertise to the annual CARE school conference for staff, which supports effective and innovative practice. |

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Improving classroom practice and virtual learning opportunities

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|-------------------------|----------------------------|---|
| <p>Deliver professional learning for the Vision for Learning and Five Teacher Practices to ensure consistency of approach across the system in classroom practice.</p> | <p>Catholic Schools</p> | <p>2019 (late) to 2020</p> | <p>Implemented and ongoing</p> <p>CEWA</p> <ul style="list-style-type: none"> • In 2019, internal professional learning was carried out to all school-facing directorates with the purpose of providing common language and key messages to schools. • Professional learning and school support in approximately 30% of CEWA schools was undertaken through varying modes such as face to face, live online and pre-recorded webinar. • Primarily this was at school leader level but with evidence of teacher engagement through whole-school inquiry into school-wide pedagogical practices. • Schools across all dioceses have engaged with CEWA’s Vision for Learning in varying degrees of depth. • Evidence of impact is visible through School Cyclic Review Reports, School Cultural Surveys, engagement with Vision for Learning website and Microsoft Teams community and Teaching & Learning SharePoint site. |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|------------------|--------------|--|
| Continue to design and develop VISN (virtual learning platform) extending the range of subjects available to Year 11 and 12 students and extending the number of enrolments. | Catholic Schools | 2019 to 2020 | <p>Implemented and ongoing</p> <p>CEWA</p> <ul style="list-style-type: none"> • In 2019, ViSN delivered 17 Year 11 and 12 courses to 130 students (55% country students). 9 of these were Year 11 courses, including ViSN’s first Vocational Education and Training (VET) qualification – Certificate III Business. • The 17 courses were delivered by 12 schools, five of which were country schools. An additional seven schools enrolled students under a Fee for Service option. |

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Senior Secondary Transition

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|---------------------|--------------------------|--|
| Investigating university pathways, and trialling and implementing portfolio entry into university to evaluate the effectiveness pathways and outcomes for students in the first year of university. | Independent Schools | 2019 (late) to 2020 | <p>Ongoing</p> <p>AISWA</p> <ul style="list-style-type: none"> • The work occurring at a state and national level in 2019 has necessitated a change in focus and planned activities in order that the Association is able to capitalise and build on the work that is taking place rather than repeating it. <ul style="list-style-type: none"> ○ AISWA nominated representative on <i>Career Development is Everyone's Business</i> cross-sectoral project. ○ Collegiate sharing of research within AISWA. ○ Representation at Global Education Leaders Partnership. |
| Contribute to national effort and discussion regarding the review of senior secondary education, pathways to work, further education and training and consideration of prerequisites for university entry. | All Sectors | 2019 (early/mid) onwards | <p>Completed</p> <ul style="list-style-type: none"> • All sectors have participated in consultation facilitated by the WA School Curriculum and Standards Authority, and have either contributed to, or have provided, a written submission to the National Review. |

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|---------|-----------|--------|---|
| | | | <p>Department of Education</p> <ul style="list-style-type: none"> The Department provided input where relevant, in collaboration with the WA Department of Training and Workforce Development and the School Curriculum and Standards Authority. The Department has provided a written submission and participated in consultation workshops. <p>CEWA</p> <ul style="list-style-type: none"> CEWA has actively engaged with the WA School Curriculum and Standards Authority regarding input into the senior secondary curriculum. CEWA continues to diversify curriculum offerings in schools; VET numbers remain solid, with slight increases and expansion in qualifications above Certificate II level. <p>AISWA</p> <ul style="list-style-type: none"> AISWA provided a submission to the National Review in December 2019. AISWA is represented on a consultative group that meets every six weeks to discuss senior secondary and pathway post-school destinations. |

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General Capabilities (Australian Curriculum)

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|---|-------------------------|--|
| <p>Enhance the focus on General Capabilities, as outlined in the Australian Curriculum, for the various learning areas.</p> | <p>Public, Catholic and Independent Schools</p> | <p>2018 to 2020</p> | <p>Implemented and ongoing</p> <ul style="list-style-type: none"> • The General Capabilities are embedded in the year-level syllabuses within the <i>Western Australian Curriculum and Assessment Outline</i> and in the Year 11 and 12 Western Australian Certificate of Education (WACE) course syllabuses. <p>Department of Education</p> <ul style="list-style-type: none"> • The Department’s professional learning on curriculum maintains a strong focus on the three-dimensional nature of the curriculum, emphasising the General Capabilities and the Cross Curriculum Priorities, and embedding this in the professional learning it provides in relation to all learning areas in the curriculum. <p>CEWA</p> <ul style="list-style-type: none"> • VET was delivered through National Training packages and embedded within them are the General Capabilities such as Literacy, Numeracy, Ethical Understanding and Information and Communication Technology Capability. ICT is dependent on the VET qualification being delivered. • The Entrepreneurship Program introduced students to ways of beginning start-ups. Through this program it is essential the students are aware of the General Capabilities of Literacy, |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
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| | | | <p>Numeracy, Ethical Understanding, Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding, and ICT Capability, when dealing with industry and planning to take their business to market.</p> <ul style="list-style-type: none"> • The General Capabilities were also built into career counselling programs, particularly in relation to vocational readiness. • Wider embedding of General Capabilities in relevant learning areas, particularly technology and Science, Technology, Engineering, the Arts and Mathematics (STEAM), also occurred. <p>AISWA</p> <ul style="list-style-type: none"> • In 2019, AISWA completed a General Capabilities project across 18 schools with 60 participants. • A curation of resources on the AISWA website including school case studies, videos, teaching and learning materials and templates to support the implementation of the General Capabilities project was undertaken. • In 2019, a High Impact Practices project, involving 45 participants was begun. This project focuses on the pedagogies that support the General Capabilities, in particular, Critical and Creative Thinking. This project will continue in 2020. |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|--|--------------|--|
| Continue to support the use of formative assessment tools, such as Brightpath. | Public, Catholic and Independent Sectors | 2018 to 2020 | <p>Implemented and ongoing</p> <ul style="list-style-type: none"> At 31 December 2019, there were 589 WA schools (public and non-government) registered to use Brightpath. <p>Department of Education</p> <ul style="list-style-type: none"> The Department of Education supports public schools in the use of Brightpath through a dedicated Teacher Development School. The Department has contributed to national work, including the participation of an expert representative (principal) on the Project Management Board, for Learning Progressions and Formative Assessment reforms. <p>CEWA</p> <ul style="list-style-type: none"> In 2019, Brightpath has assisted teachers with improving literacy and numeracy in classrooms and the ability to track every students' progress has improved the way teachers develop their writing programs. Brightpath has increased teacher confidence and their ability to differentiate learning for the individual student. Assessment results have validated the progress students have made, and enabled teachers to tailor-make future teaching programs from the data. |

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| | | | <ul style="list-style-type: none"> • The work of Brightpath has had a positive learning impact on literacy and numeracy results in CEWA schools, as demonstrated in NAPLAN and other measures. <p>AISWA</p> <ul style="list-style-type: none"> • In 2019, AISWA conducted workshops and trials across schools to implement Brightpath for writing within a literacy project. |

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

New Public School Review Process

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|----------------|--------------|--|
| Public School Review (PSR) will provide assurances to the Minister, Director General and school communities that public schools are operating effectively and delivering high quality education to their students. | Public Schools | 2018 to 2023 | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • 256 PSRs were completed in 2019. • High-level satisfaction has been evident from survey feedback from principals, peer reviewers and Association and Union representatives regarding the effectiveness of the PSR process. |
| School principals, in collaboration with school staff, will critically assess data and other evidence related to student achievement and school operations, as a basis for decisions about the actions required to maximise achievement across all student cohorts, including priority equity cohorts. | Public Schools | 2018 to 2023 | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • The Department continues to maintain and enhance School Performance Monitoring and other school/student data systems to support schools with key data sets and analytics required for self-assessment and reporting. • Schools assess their performance against the five domains of the <i>School Improvement and Accountability Framework</i> (in addition to Student achievement and progress): <ul style="list-style-type: none"> ○ Relationships and partnerships ○ Learning environment |

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| | | | <ul style="list-style-type: none"> ○ Leadership ○ Use of resources ○ Teaching quality ● Evidence is selected to support judgements about performance and to inform planned actions (plan, act, assess). ● Questions underpinning the self-assessment are: <ul style="list-style-type: none"> ○ How are you going? (judgement) ○ How do you know? (evidence) ○ How are you going to improve? (planning) |
| <p>Public schools will undertake and submit a school self-assessment using an educative electronic school assessment tool (ESAT) that provides verifiable judgments about student achievement and school operations.</p> | <p>Public Schools</p> | <p>2018 to 2023</p> | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> ● Schools reviewed provided a school self-assessment using the ESAT. ● Review teams have been provided access to the ESAT submission. ● The ESAT submission has been used as the basis for an independent assessment of evidence of school effectiveness. ● This evidence has provided the focus for lines of interest during the school validation visit. |

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| Public schools will make student achievement, both academic and non-academic, the central priority of school self-assessment, including a focus on priority equity cohorts, where applicable. | Public Schools | 2018 to 2023 | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • PSR seeks to validate the school’s effectiveness in creating and sustaining the conditions for student success. • Student achievement is the central focus in the school’s assessment of the domains of the <i>School Improvement and Accountability Framework</i>: <ul style="list-style-type: none"> ○ Relationships and partnerships ○ Learning environment ○ Leadership ○ Use of resources ○ Teaching quality |
| Performance validation will be identified through a subsequent report that includes the school's responsiveness to key elements of school effectiveness and will reflect the school's compliance with corporate reporting requirements. | Public Schools | 2018 to 2023 | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • Reports on performance validation have been provided to 256 schools in 2019, where PSR has been completed. • Report format is undergoing modification in line with process enhancements. |

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| | | | <ul style="list-style-type: none"> • Purpose of the report continues to be to provide feedback to schools to validate school performance based on: <ul style="list-style-type: none"> ○ affirmations; and ○ recommendations. |
| All public schools will be reviewed on a continuing three-year cycle using both system and school-based information. | Public Schools | 2018 to 2023 | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • 256 PSRs have been conducted with a 3-year cycle of return in 2019. |
| A PSR implementation review will be undertaken at the conclusion of 2021 (i.e. first year of cycle). | Public Schools | 2018 to 2023 | <p>In progress</p> <p>Department of Education</p> <ul style="list-style-type: none"> • The Department’s new strategic directions released at the end of 2019 outlined changes to public school review, including: <ul style="list-style-type: none"> ○ a single review process for all schools; ○ that the school review process will privilege school self-assessment as the basis for improvement, recommendations, and differentiated support, and length of review cycles; and ○ that the Department will clarify for school staff the standards against which judgements are made. |

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Support for School Leaders

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
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| Improved talent identification and selection through better-targeted and differentiated leadership development and support programs. | Public/ Catholic Schools | 2019 (early/mid) to 2020 | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • In 2019, phase one of the <i>Western Australian Future Leaders Framework</i> was implemented in 50 schools. <ul style="list-style-type: none"> ○ It adopts a dynamic approach to identify, develop and support individuals with high potential for leadership at all levels. ○ It is supported by simple tools and process guidelines, which provide schools with a clear and sequenced approach to the early identification and development of potential school leadership talent. <p>CEWA</p> <ul style="list-style-type: none"> • The 2019 CEWA Talent ID program aimed to identify, develop and encourage high-potential leaders who were resolutely committed to achieving the vision and values of CEWA. • The program was open to school and CEWA office staff keen to develop leadership potential; in 2019, 85 metropolitan and 36 country staff were involved. • CEWA delivered the following differentiated programs; Emerging Leaders (41 participants); Middle Leaders (51); Established |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|----------------|--------------------------------|---|
| | | | <p>Leaders (23); Aspiring Principals (24); Experienced Principals (13); Beginning Principals (44); Women in Education (107); Effective Mentoring (164); Leadership Toolkit (218); Leading Strategic Planning (14).</p> <ul style="list-style-type: none"> • Non-metropolitan participation was about 10%. • Satisfaction surveys and other feedback indicated strong support. |
| <p>Introduction of a new leadership talent identification process.</p> <p>Review principal selection processes and trial alternative resources.</p> | Public Schools | 2019 (early/mid) to 2020 | <p>Commenced</p> <p>Department of Education</p> <ul style="list-style-type: none"> • Work commenced to examine options for assessing Hamilton’s personal attributes (Personal Attributes of Effective School Leaders, June 2018, Hamilton Associates), as part of the principal selection process. • Some options are expected to be trialled during 2020, with a new selection process for all principal positions expected to be in use by the end of 2021. |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|--------------------------------|--------------------------|--|
| Implement self-assessment development analysis using the Principal Performance Improvement Tool. | Public and Independent Schools | 2019 (early/mid) to 2020 | <p>Commenced</p> <p>Department of Education</p> <ul style="list-style-type: none"> The Principal Performance Improvement Tool was endorsed by the Department in 2019 and will be built into principal review in 2020. <p>AISWA</p> <ul style="list-style-type: none"> In 2019, this action was considered with planning to commence in 2020. |
| Introduction of a new leadership program where aspiring leaders are encouraged to self-select into the relevant programs. | Public and Independent Schools | 2019 (early/mid) to 2020 | <p>In progress</p> <p>Department of Education</p> <ul style="list-style-type: none"> The Aspirant Principal Preparation Program was developed. It is targeted towards improving the quality and quantity of applicants for regional, rural and remote principal positions. The program will consist of face-to-face learning, mentoring, online learning, an action learning project and a personal leadership development plan. Selection for the first cohort will take place in 2020. |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|--------------------------------|--------------------------|---|
| | | | <p>AISWA</p> <ul style="list-style-type: none"> • In 2019, AISWA introduced a new leadership program for Principals in remote Aboriginal Independent Community Schools participating in six Developing Leadership Capacity workshops. • An Aspiring Leaders course was conducted in 2019 with 17 participants. • The facilitation of several leadership networks around particular areas of need including aspiring women leaders, primary leaders and curriculum. |
| Develop and implement a 'Transition Support program' for new principals. | Public and Independent Schools | 2019 (early/mid) to 2020 | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • <i>Launch: New Principal Program</i> has been developed for newly appointed principals in the first three years in the role or those who have a contract of six months or longer. <ul style="list-style-type: none"> ○ Three cohorts commenced in 2019; one workshop per cohort with a total of 76 participants. • Face-to-face workshops, over four days, focussed on building relationships and capacity in the role. Ongoing webinar presentations, focussed on management procedures and processes. 76 participants also received 12 month executive |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|-----------------------|---------------------|--|
| | | | <p>leadership coaching and mentoring from an accomplished principal.</p> <ul style="list-style-type: none"> The <i>Newly Appointed Principal's Induction Program</i> was developed to support principals to understand the key operational aspects relating to their role and provides an opportunity for connection with system leaders. <p>AISWA</p> <ul style="list-style-type: none"> The <i>Leading in an Independent School</i> course is delivered annually. This course provides information and contacts for new Principals. There is continual professional learning across a broad range of areas, including governance, finance, and performance management. |
| <p>Support for the 'WA Public School Leadership Strategy 2018-2021' that will comprise 10 projects, with each of these projects having a focus on supporting leaders from diverse backgrounds and different school contexts. One project has as its explicit focus a suite of early identification and development opportunities tailored for Aboriginal people who aspire to school leadership.</p> | <p>Public Schools</p> | <p>2018 to 2021</p> | <p>In progress and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> Implementation of the Leadership Strategy is ongoing. Six of the 10 projects have commenced or are in progress, with the remaining in the design phase and set to commence in 2020. |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|----------------|--------------|--|
| <p>Implement the 'Aspirant Aboriginal Leaders' project that includes the Department co-developing:</p> <ul style="list-style-type: none"> • an aspirant Aboriginal statement with key stakeholders, current and aspirant Aboriginal leaders, • a suite of development opportunities with Aboriginal leaders, including a career pathway program that is specifically targeted to the needs of aspirant Aboriginal leaders; and • a mentoring and coaching support structure contextualised to support aspirant Aboriginal leaders. | Public Schools | 2018 to 2021 | <p>Commenced</p> <p>Department of Education</p> <ul style="list-style-type: none"> • In 2019, as part of the Leadership Strategy, 20 aspirant Aboriginal leaders were identified to support the development of an Aspirant Aboriginal Leadership program. • Eight ideas and prototypes were generated through the co-design process. • One idea, <i>Djiral-ak djinda bidi – North Star Path</i> was selected. The idea is to support aspirant Aboriginal leaders to identify their career and leadership goals, their 'North Star', and the support they require to achieve those goals. • Other elements of the Aspirant Aboriginal Leaders program (such as mentoring) will then follow based on the needs identified. • A second cohort of 20 aspirant Aboriginal leaders engaged in this program will now assist in the further development of the Aspirant Aboriginal Leaders program. |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|----------------------------------|--------------------------|--|
| Enhance the Leadership Development program focused on 'Building Cultures of Teaching Excellence'. | Independent Schools | 2019 (mid/late) to 2020 | <p>Implemented and ongoing</p> <p>AISWA</p> <ul style="list-style-type: none"> • A comprehensive blended pilot program <i>Assessing Highly Accomplished and Lead Teachers</i> with a focus on building cultures of teaching excellence was completed in 2019. • Teaching and leadership networks convened, including for Primary Leaders, Languages, and Curriculum Leaders. |
| Introduction of the Lead Principal role to ensure all principals receive professional and personalised support from a highly credible colleague. | Independent Schools | 2019 (mid/late) to 2020 | <p>Implemented</p> <p>AISWA</p> <ul style="list-style-type: none"> • In 2019, a leadership mentoring program was established as a part of the <i>Aspiring Women Leaders Network</i> with 38 participants linking with experienced school leaders. • In 2019, Aboriginal Independent Community (Remote) Schools principals were offered an experienced Principal as a mentor. |
| Early Career Teachers program to provide opportunities for teachers in their first and second year of practice to network and develop their capabilities. | Independent and Catholic Schools | 2019 (early/mid) to 2020 | <p>Implemented</p> <p>CEWA</p> <ul style="list-style-type: none"> • The CEWA Early Career Teacher Program is a unique two-year program that provides a blended approach (face-to-face and online) to professional learning and induction that not only |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---------|-----------|--------|--|
| | | | <p>builds upon the various capacities of early career teachers but enables quality networking opportunities.</p> <ul style="list-style-type: none"> ○ The first year of the program (three days) developed teacher identity, Catholic identity, and engagement. ○ The second year of the program (two days) provides opportunities for early career teachers to engage in reflection and feedback, as well as develop professional growth plans and strategies for their classrooms and their contribution to the school and wider community. <ul style="list-style-type: none"> ● The program was delivered in both the metropolitan and regional areas of WA for both first and second-year early career teachers. Currently, approximately 130 first-year and 100 second-year early career teachers are engaged in the program. ● Satisfaction feedback was highly positive. <p>AISWA</p> <ul style="list-style-type: none"> ● A five-day Graduate to Proficient course was conducted in 2019 with 35 participants. This research based course focuses on developing teacher identity, networking and the professional practices that help to ensure a long and successful teaching career. |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|------------------|---------------------|--|
| Implement the School Climate Survey to provide leaders with information regarding the cultural climate of the organisation. | Catholic Schools | 2019 (early/mid) | <p>Implemented and ongoing</p> <p>CEWA</p> <ul style="list-style-type: none"> • At present the intent is for schools to complete the surveys biennially. • 62 schools/colleges participated in 2019 - 35 metropolitan schools and 27 regional schools. • 100 schools (the remainder of our 162 schools) will complete the surveys in 2021. • It is intended that the Climate Survey will be administered on a biennial basis beyond 2021 as it provides important information regarding school improvement and links into other support processes. |

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Recruitment and management of staff in remote areas

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|---------------------|-------------------------------|---|
| Development of professional teaching and leadership networks to remote schools across regions and sectors via remote school conferencing, social media and video conferencing. | Independent Schools | 2019 (mid/late) – 2020 (mid) | <p>Implemented and ongoing</p> <p>AISWA</p> <ul style="list-style-type: none"> • In 2019 an Aboriginal Independent Community (Remote) Schools (AICS) Principal Collegiate Group was established. They convene once a month via teleconference and four times a year face-to-face and is expected to continue in 2020. • During 2019 the Kimberley Principal Collegiate group and their governing bodies met face to face twice and online four times to ensure access to a strong knowledge network, where recruitment and induction are staple items for discussion. |
| Establishment of a process for remote teachers and leaders to undertake the certification at Highly Accomplished and Lead Teacher level. | Independent Schools | 2019 (mid/late) to 2020 (mid) | <p>Implemented</p> <p>AISWA</p> <ul style="list-style-type: none"> • In 2019 a process for the delivery of information and support for remote teachers and leaders to undertake national certification was established. • In 2019 three new AICS Principals, and one aspirant school leader completed the first unit of a Masters of Educational Leadership course as a part of a partnership AISWA has with the University of Western Australia. Support for participation in these programs is expected to continue in 2020. |

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Teacher workforce

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|-------------|-------------------------------|---|
| Support national discussion and effort related to initial teacher education and the teacher workforce, including future arrangements to contribute to the Australian Teacher Workforce Data (ATWD) Strategy. | All sectors | 2019 (mid/late) onwards | <p>In progress</p> <ul style="list-style-type: none"> • All sectors and the Teacher Registration Board of WA contribute to the national discussion and support for the national work. • In 2019, WA was represented on various committees and working groups, including: <ul style="list-style-type: none"> ○ Australian Teaching Workforce Data Oversight Board; and ○ Australian Teacher Workforce Data Working Group. • Legislative changes are required to facilitate WA supplying data to the ATWD, and consideration is being given to an ATWD teacher survey. |

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Aboriginal Cultural Standards Framework

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|-----------------------|----------------|---|
| <p>Provide professional learning and evidence-informed resources to increase the capacity of teachers to embed Aboriginal histories, cultures and languages into their classroom practice.</p> | <p>Public Schools</p> | <p>Ongoing</p> | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • A range of professional learning opportunities were provided to teachers and school leaders to increase their capacity to embed Aboriginal histories, cultures and languages into their classroom practice. • In 2019, 116 professional learning was delivered with a total of 4 349 participants. • In 2019, an online professional learning module was designed and delivered to support teachers' understanding of how the Aboriginal Cultural Standards Framework informs the selection of culturally responsive resources; and learn culturally responsive approaches to the selection of resources for embedding Aboriginal perspectives in classroom practice. |
| <p>Undertake case studies with a sample group of schools, in a range of contexts to capture promising practices on the use of the Framework In their local context, for sharing across schools and networks. The case studies will be used to inform the Department's approaches to supporting schools with implementation.</p> | <p>Public Schools</p> | <p>Ongoing</p> | <p>In progress</p> <p>Department of Education</p> <ul style="list-style-type: none"> • In mid-2019, the Department commenced a 12-month Aboriginal education research project to identify emerging practices and whole-school approaches to optimise the conditions for learning for Aboriginal students, particularly vulnerable Aboriginal secondary |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|-------------------------|---------------------|--|
| | | | <p>students. 11 secondary schools were selected to participate in the project.</p> <ul style="list-style-type: none"> The project is to be completed in mid-2020. |
| <p>Provide targeted support to build the capability of school leaders to use the Framework to develop and sustain an individual and school-wide focus on improving the participation, engagement and achievement of Aboriginal students and drive improvement planning.</p> | <p>Public Schools</p> | <p>Ongoing</p> | <p>Implemented and ongoing Department of Education</p> <ul style="list-style-type: none"> In 2019, advice and guidance was provided to school leaders, either through professional learning or targeted support, including at school network meetings or via one-on-one consultation when required. |
| <p>Implement the Transforming Lives strategy to 'close the gap' between the achievement and retention of Aboriginal students and their non-Aboriginal peers.</p> | <p>Catholic Schools</p> | <p>2019 to 2020</p> | <p>In progress CEWA</p> <p>Four Bold Goals up to 2025:</p> <ul style="list-style-type: none"> All Catholic schools will be Culturally Competent: <ul style="list-style-type: none"> In 2019, 46 schools commenced their journey (increase of 14 schools compared to 2018 and continuing upward trend). Double Aboriginal student enrolments from 2 500 to 5 000: <ul style="list-style-type: none"> In 2019 there were 3 082 enrolments (up 3.8% from 2018 and continuing the upward trend). Increase Aboriginal Year 12 graduations from 100 to 250: |

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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 2019, 153 Aboriginal students completed Year 12, with 120 students eligible to achieve a WACE. Of those eligible, 84 students (70.0%) met the requirements to achieve a WACE. ● Increase the percentage of Aboriginal students achieving above the national minimum literacy and numeracy standard from 75% to 90%: <ul style="list-style-type: none"> ○ In 2019, the percentage of Aboriginal students in Years 3/5/7/9 who achieved at or above the national minimum standard (NMS) for reading, writing and numeracy was 75.0%, 67.1% and 77.2% respectively. |
| <p>Investigate opportunities to extend Cultural Competency online professional development from initial trial with CEWA office staff to all state-wide CEWA employees.</p> | <p>Catholic Schools</p> | <p>2018 to 2019 (Early)</p> | <p>Implemented</p> <p>CEWA</p> <ul style="list-style-type: none"> ● Purchase of 200 licences of online program developed by Australian Centre for Cultural Competence. ● In 2019, 55 school leaders engaged in and completed the program in addition to 105 CEWA office staff who also completed the professional development training. ● Feedback from school leaders was positive and indicated an intent to build relevant aspects of the program into school practice. ● Induction programs for new teachers in CEWA schools have a mandatory presentation on cultural competency. |

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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"> • CEWA has built elements of the cultural competency program into its Reconciliation Action Plan. • CEWA has continued to use elements of the program to refine the 'Transforming Lives 2025' strategic plan. • Communication plan will be progressed for further promotion to increase uptake. |

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Science, Technology, Engineering & Maths (STEM)

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|-------------|--------------|--|
| <p>Improving STEM education and identifying ways of promoting the importance of the key STEM skills. The focus is on promoting the importance of the key STEM skills of problem solving, critical thinking and innovation to employers, educators, parents and students.</p> | All Sectors | 2018 to 2021 | <p>In progress</p> <p>Department of Education</p> <ul style="list-style-type: none"> Implemented a range of strategies and initiatives to promote the importance and improve learning of key STEM skills, including those focussed on discipline-specific professional learning, career development and associated pathways, meaningful curriculum integration to reflect a real-world approach to problem-solving, and the promotion of STEM pathways and skills through social media. In 2019, Teacher Development Schools provided 186 STEM-focused professional learning events (2 097 participants) and responded to 127 requests (1 240 participants) for tailored STEM support from schools, teachers and networks across the State. 200 schools were selected to receive conversion of a classroom to a science laboratory and a grant of \$25 000 for science resources. <p>CEWA</p> <ul style="list-style-type: none"> 2019 CEWA Primary STEM Showcase event – participation from over 900 primary school students, showcasing projects by 300 students from CEWA schools state-wide. The event focused on Aboriginal people as the first STEM educators and included five professional learning opportunities for the teachers (face-to-face and online), with site visits from CEWA consultants throughout the project phase. |

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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"> • The Secondary STEM professional learning day - attended by 26 participants representing 16 schools. A STEM Hub Team was set up from this event for STEM information dissemination and networking. • Secondary principals and school leaders were invited to a meeting with the Chief Scientist of WA on the importance of STEM skills for their students' futures. <p>AISWA</p> <ul style="list-style-type: none"> • In 2019, there has been a dual approach to improving STEM education for Independent Schools. The first has been to develop innovation projects, resources and courses, face-to-face and online, which focus on the integration of the STEM subjects. The second has been to develop resources and professional learning for the subjects within STEM. |
| <p>Professional learning and the levels of teaching resources are being enhanced through service arrangements with SciTech to build capacity of teachers to implement STEM education.</p> | <p>Public Schools</p> | <p>2018 - 2021</p> | <p>Implemented and ongoing</p> <ul style="list-style-type: none"> • The Department of Education has a contract with SciTech for development of Kindergarten to Year 12 teaching resources and teacher professional learning to support teachers to implement STEM education. <ul style="list-style-type: none"> ○ This work is expected to be completed in 2020. • In 2019, 913 teachers and school leaders participated in 32 STEM Learning Project professional learning events. |

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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"> The Department also has an agreement with SciTech that has supported delivery of inquiry-based workshops, intensive Science-Hub Groups and strategic planning sessions. |
| Targeted program for low socio-economic schools to build STEM interests, aspiration and capability | All Sectors | 2018 to 2019 | <p>In progress</p> <p>Department of Education</p> <ul style="list-style-type: none"> The WA Department of Jobs, Tourism, Science and Innovation is funding a STEM Enterprise Schools initiative. In 2019, 60 schools participated in the first phase of a professional learning program. In 2020, these schools will partner with further schools to share their promising practices. <p>CEWA</p> <ul style="list-style-type: none"> STEM initiatives described above (CEWA) also developed in low SES schools. VET engineering course being implemented at Clontarf Aboriginal College. <p>AISWA</p> <ul style="list-style-type: none"> The introduction of a STEM project aimed at remote and regional schools was designed and advertised in 2019 and will be implemented in 2020. |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|-------------|--------------|---|
| Develop a 'Pick and Buy' list of endorsed resources to support STEM programs in schools. | All sectors | 2018 to 2019 | <p>Department of Education</p> <p>Completed</p> <ul style="list-style-type: none"> • 200 schools were identified to have classrooms converted to a science laboratory and have each received a \$2 000 resource grant to purchase equipment for the laboratory. • The 'Pick and Buy' list was developed to support schools to purchase resources using these grants. • 36 schools with an enrolment of up to 50 students were selected to receive a science resource grant of \$5 000. An additional 25 schools with an enrolment of between 51 and 100 students received a science resource grant of \$10 000. <p>CEWA</p> <ul style="list-style-type: none"> • CEWA consultants in relevant learning areas have continued to identify, evaluate and curate relevant STEM/STEAM resources and distribute links to schools as well as posting online on ClanEd (professional learning platform). • Best practice learning and teaching programs were disseminated to schools; support for STEM in primary schools was a priority. <p>AISWA</p> <p>In progress</p> |

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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"> The update of STEM resources on the member website commenced in 2019 and is expected to conclude in 2020. |
| <p>Publish advice on age-appropriate pedagogy, skills and capabilities for STEM and on-line resource including Kodeklx.</p> | <p>All sectors</p> | <p>2018 to 2019</p> | <p>Ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> The Department continues to provide a range professional learning and resources for teachers of all year levels to deliver meaningful curriculum experiences that developed students’ STEM capabilities. This includes the STEM Learning Project, Little Scientists, Teachers Can Code, and discipline-specific professional learning. <p>CEWA</p> <ul style="list-style-type: none"> In 2019, central consultants worked with schools and delivered professional learning as well as in situ visits specifically focussing on stage/age appropriate pedagogies and programming. Networking between schools also resulted in sharing of ideas and resources. There was also an expansion in VET numbers relating to STEM. <p>AISWA</p> <ul style="list-style-type: none"> In 2019, sharing appropriate pedagogy, skills and capabilities for STEM is currently being undertaken with links to existing resources. |

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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"> • Syllabus, curriculum and pedagogical links are an area of focus and aligned to the teaching and learning resources and advice. This work is expected to continue in 2020. • The Technology and Enterprise pages on the member website has been completed. |

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Reform Direction C – Enhancing the national evidence base

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

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|--|-------------|--------------|---|
| Reporting in a nationally consistent manner on students with disability and the adjustments these students receive to enable schools to evaluate their learning and support systems. | All Sectors | 2019 to 2023 | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • The Department fully complied with all aspects of the NCCD in respect of public schools. • Teachers and schools, including education support settings, have been provided professional learning on the NCCD and the data collection process. • Guidelines for school staff on entering the NCCD data have been published to assist them in data reporting. <p>CEWA</p> <ul style="list-style-type: none"> • Data relating to 2018 and 2019 CEWA systemically funded schools were analysed to highlight trends with individual schools and across the system. Comparisons have also been made between like schools, and CEWA regions. • The results of the analysis have been used to highlight differences for further follow-up with schools. • Moderation sessions were also held to improve consistency. |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|--------------------|---------------------|---|
| | | | <p>AISWA</p> <ul style="list-style-type: none"> In 2019, there were multiple general NCCD information and moderation sessions held centrally and at school level. Schools participated in workshops with a focus on utilising the NCCD portal to assist them to make appropriate adjustments and to facilitate their reporting and evaluation of their learning and support systems. |
| <p>Teachers make evidence -based decisions about the level of adjustment being provided for each student with disability, and the broad category of disability, to achieve quality teaching for all students.</p> | <p>All sectors</p> | <p>2019 to 2023</p> | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> Supporting materials specific to the WA context have been developed to support school leaders with whole-school processes for the NCCD. Moderation sessions for all school settings have been delivered to ensure consistency in data reporting. <p>CEWA</p> <ul style="list-style-type: none"> There has been a focus on aligning the decisions regarding which students to include with requirements under the <i>Disability Standards for Education 2005</i> and the definitions. Face-to-face workshops, webinars, online and one-to-one support for schools were undertaken to ensure NCCD collected was consistent with the 2019 NCCD Guidelines. |

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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"> • The Professional Learning and moderation processes assisted all schools to: <ul style="list-style-type: none"> ○ increase reliability and consistency of teachers’ professional judgements; and ○ facilitate conversations regarding personalised learning and support, and descriptors of the levels of adjustment and categories of disability in the NCCD model. <p>AISWA</p> <ul style="list-style-type: none"> • Teachers’ understandings of making evidence-based decisions around levels of adjustment and understanding definition of disability under the <i>Disability Discrimination Act 1992</i> are supported and developed through participation in moderation sessions, writing IEPs, support in the use of the NCCD portal, and auditing of their data and support programs. |

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| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|-------------|--------------|--|
| Regular collection of data to assist with the evaluation and adjustments to learning and support systems. | All sectors | 2019 to 2023 | <p>Implemented and ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • Teachers and schools make adjustments and report accordingly through the NCCD. • Teachers and schools have access to information and supporting resources through the national portal to assist with the collection process. <p>CEWA</p> <ul style="list-style-type: none"> • In 2019, coordinated cross-sectoral moderation between Department of Education WA, AISWA and Catholic Schools. <p>AISWA</p> <ul style="list-style-type: none"> • In 2019, professional learning, consultancy, networks and regular newsletters supported schools by providing information at the point of need. • Collaboration and auditing to review learning adjustment is a common practice and the updating of the member website which features important information about the NCCD cycle is ongoing. |

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Enhancing the Evidence Base

| Actions | Sector(s) | Timing | Progress towards implementation of actions (including progress of non-government sector actions) |
|---|--------------------|------------------------------|--|
| <p>Contribute to national discussion and efforts relating to a national unique student Identifier, an independent national evidence institute and improving national data quality, consistency and collections.</p> | <p>All Sectors</p> | <p>Life of the Agreement</p> | <p>In progress</p> <ul style="list-style-type: none"> • All systems/ sectors contribute to the national discussion and work efforts. • WA is represented on various national committees and working groups, as well as state-wide cross-sectoral groups. • Department representatives were active participants in the Data Strategy Group, Schools Policy Group, and ACARA’s National Assessment, Data and Reporting Reference Group, which contribute to this initiative. |