

National School Reform Agreement

NSW Bilateral Agreement:

2020 Progress Report

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

Executive Summary

NSW is delivering an evidence-based reform program aimed at improving outcomes and opportunities for every student, including all equity cohorts. In 2020, NSW 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, not just through schooling but also 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 will also be providing separate annual reports to the Commonwealth Government under the Non-Government Reform Support Fund Guidelines. These reports are in relation to activities in the 2020 calendar school year, including the implementation of school education reforms.

NSW has made considerable progress towards each of the reforms marked for action in 2019 and 2020, which align with the national reform directions of the National School Reform Agreement (see also NSW's Bilateral Agreement Report for 2019). Under the reform direction of supporting students, student learning and achievement, NSW's achievements include the following:

- NSW is set to deliver the refreshed curriculum in line with the reforms in the NSW Government response to the NSW Curriculum review.
- NSW completed implementation of the NSW literacy and numeracy planning software for teachers.
- 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.
- NSW signed an updated Partnership Agreement with the NSW Aboriginal Education Consultative Group Incorporated titled "Walking Together, Working Together" for 2020 - 2030.

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

- Building on existing foundations, the School Success Model provides system wide accountability and better-targeted support mechanisms to ensure that NSW public schools make evidence-based decisions that will benefit their students.
- The announcement of more rigorous NESA-accredited teacher professional development standards for 2021.
- For the government sector, Professional Learning Policy for Teachers and School-Based Staff has been revised to incorporate best-practices for professional learning, known as high impact professional learning, and released with a range of supporting resources in term 4, 2020.

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

- In 2020, NSW continued to deliver on the recommendations from the 2019 Auditor-General’s Performance Audit Report on the supply of secondary teachers in STEM-related disciplines.
- For the government sector, the School Excellence in Action website was launched to provide all public schools with support and tools to make evidence-based decisions and allocate funding to initiatives in their Strategic Improvement Plans (which forms part of NSW’s new School Success Model). In addition, a range of professional learning sessions were provided to Directors, Educational Leadership (DELs) and principals.
- The execution of Memorandums of Understanding (MoUs) with The Association of Independent Schools of NSW (AISNSW) and Catholic Schools NSW (CSNSW) that strengthen accountability for non-government schools.

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

- NSW’s current and future innovation includes developing capability building resources and developing strategic partnerships with schools and other stakeholders. NSW has integrated the Catalyst Lab Innovation Program within the Department of Education’s (DoE) Transformation Unit to provide focus, structure and resources to build innovative thinking.

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

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)
<p>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.</p>	<p>All sectors</p>	<p>End of 2019</p>	<p>All sectors – completed</p> <ul style="list-style-type: none"> The NSW Curriculum Review final report was released in June 2020. The NSW Government response to the Review outlines an ambitious program for streamlining and strengthening what is taught in NSW schools over the next four years.
<p>Implement the refreshed curriculum post 2019 review, ensuring teachers are supported to implement a streamlined curriculum, including timely and formative assessments.</p>	<p>All sectors</p>	<p>From 2020</p>	<p><u>All sectors – work is ongoing</u></p> <ul style="list-style-type: none"> DoE will deliver the refreshed curriculum in line with the reforms outlined in the NSW Government response to the NSW Curriculum review. <p><u>CSNSW – work is ongoing</u></p> <ul style="list-style-type: none"> The Catholic sector is actively engaged in the NSW Curriculum Reform process, providing feedback to NESA on draft syllabuses, participating in NESA Curriculum Committees, nominating Catholic sector teachers for the Teacher Expert Networks (TENs) and the Technical Advisory Groups (TAGs), and engaging with NESA on associated matters (such as the Teacher Time project). <p><u>AISNSW – work is ongoing</u></p> <ul style="list-style-type: none"> In response to the Review, AISNSW has representation on multiple cross-sector curriculum groups and participated in consultations to develop the draft

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			K-2 English & Maths syllabuses. Teachers from independent schools were nominated for the Teacher Expert Networks and K-2 syllabus writers to support the curriculum development.
Embed evidence-based practices (particularly to boost early achievement in literacy and numeracy), including implementing the Literacy and Numeracy Action Plan (LNAP).	All sectors	End 2020 (LNAP), Ongoing	<p><u>Government sector – partially completed/some work is ongoing</u></p> <ul style="list-style-type: none"> • NSW completed implementation of the NSW literacy and numeracy planning software for teachers. PLAN2 software replaces PLAN and schools have commenced entering student assessment information. • NSW has extended the appointments of 525 instructional leader positions in 527 schools to drive improvement in K-2 literacy and numeracy, supporting 49,987 K-2 students (figures made available at October 2020). • The What Works Best publication was updated in 2020, and a suite of professional learning resources were released and promoted to embed these practices. • NSW is using the School Excellence Framework as an evidence-based driver of school improvement. The School Excellence Policy was revised in 2020, including to strengthen the relationship between What Works Best and school excellence. • Building on existing foundations, the School Success Model provides system wide accountability and better-targeted support mechanisms to ensure that NSW public schools make evidence-based decisions that will benefit their students. • Schools used available online assessments, mapped to the Literacy and Numeracy Progressions, to assist with accurately determining students'

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>learning paths once students returned to face-to-face instruction. This included the:</p> <ul style="list-style-type: none"> - Check-in assessment specifically developed in 2020 to support schools to assess student learning following the period of learning from home. - Phonics Screening Check trial in 520 NSW government schools. <p><u>CSNSW – partially completed/some work is ongoing</u></p> <ul style="list-style-type: none"> • Best Start Kindergarten assessment was implemented in 190 schools and Best Start Year 7 assessment was implemented in 30 schools. As the assessments were automatically mapped to the literacy and numeracy progressions, school analysis of response data facilitated individualised learning support, particularly for those students who were identified with gaps in their literacy and/or numeracy development. • Schools responded to the challenges faced during the pandemic by supporting student literacy and numeracy needs through the creative use of technologies such as Google Classroom and SeeSaw. A number of schools in rural and remote areas utilised school bus services and the like to ensure learning materials were delivered to those students with limited access to computers and provided Facetime support to students and their families. • As part of an <i>Early Years: Foundations for Learning</i> project, Catholic Schools NSW (CSNSW) has developed an online resource for schools to support family engagement in early literacy and numeracy development. 16 modules have been developed thus far. The resource is publicly available. • Transition to school: Advice from the experts (video series). CSNSW and early years consultants from across the Catholic sector developed an initiative to

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

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			<p>support families and children transition smoothly to school. The video project came about because transition to school and kindergarten orientations went on hold for some time due to the pandemic. A series of short videos have been developed to share on social media and other platforms.</p> <p><u>AISNSW – partially completed/some work is ongoing</u></p> <ul style="list-style-type: none"> • During 2020, independent schools accessed evidence-based literacy and numeracy professional learning via Zoom, online and via some face to face sessions provided by AISNSW. AISNSW also provided Masterclasses, podcasts and a dedicated portal to support school leaders assist teachers to provide remote literacy and numeracy lessons during the pandemic. • 38 NSW Independent schools participated in the NSW Literacy and Numeracy Action Plan and implemented the literacy and numeracy learning progressions as a measure of K–2 student progress. • AISNSW has developed & implemented ESTA-L® a formative early literacy assessment to provide teachers with clear information about student achievement. It addresses student performance within the fundamental constrained elements of phonological awareness and phonics. • AISNSW developed and implemented a K-2 numeracy screening tool to assess early number skills such as counting and place value.
Meet the needs of students at risk of educational disadvantage (including students with disability, Aboriginal students, students with	All sectors	Ongoing	<p><u>Government sector – partially completed/some work is ongoing</u></p> <ul style="list-style-type: none"> • NSW continues to provide needs-based funding for students at risk of educational disadvantage at government schools through the Resource

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

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<p>low English proficiency and students in rural and regional areas) through evidence-based pedagogy, quality teaching and leadership and innovation.</p>			<p>Allocation Model (RAM), consistent with the Commonwealth Schooling Resource Standard (SRS).</p> <ul style="list-style-type: none"> • NSW continues to respond to the cultural, linguistic and religious diversity of students through the implementation of the Multicultural Education Policy and Aboriginal Education Policy. • NSW appointed 28 EAL/D Education Leaders to build the capacity of school leaders and teachers to meet the education and wellbeing needs of EAL/D students, including students from refugee backgrounds. • NSW has conducted EAL/D effective school practices research which identified five key practices characterising schools producing sustainable improvements in EAL/D student learning. A school resource complements the research, providing practical strategies to support the implementation of the research findings. • The Connected Communities Strategy is currently being implemented in 24 government schools and its deliverables are designed to bolster outcomes for Aboriginal students. • In 2020, NSW signed an updated Partnership Agreement with the NSW Aboriginal Education Consultative Group Incorporated titled “Walking Together, Working Together” for 2020 - 2030. • In 2020, the Leading Aboriginal Education module was included as part of the NSW Public Schools Leadership and Management Credential. • In 2020, NSW facilitated 2293 consultations and 519 online surveys with stakeholders which informed the development of a new Rural and Remote Education Strategy (2021 – 2024).

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • The School Leadership Institute has commissioned research through the University of Sydney regarding the needs of school teachers and leaders with an Aboriginal background on how to support them to aspire to leadership and develop their capabilities. • The School Leadership Institute has developed and implemented a Leadership Development Program for Rural and Remote leaders. Cohort 1 has completed the 12 month program and cohort 2 started in July 2021. <p><u>CSNSW – partially completed/some work is ongoing</u></p> <ul style="list-style-type: none"> • In 2020, with the advent of the pandemic, CSNSW conducted sector wide webinars and developed best practice guides, online applications and reflection tools. • All Diocesan Catholic School Agencies were involved in the continuing development of the NSW Catholic Schools Aboriginal and Torres Strait Islander Strategy endorsed in 2020. • Extensive planning has begun for the next Aboriginal and Torres Strait Islander Catholic education conference in 2022. • More than 200 Diocesan and school personnel participated in NESA-accredited Crossing Cultures, Hidden Histories professional learning. • In 2020, school-based representatives from each of the Diocesan Catholic School Agencies, as well as seven non-systemic Catholic schools completed two online Instructional Strategies Short Courses for Students with Disabilities that CSNSW hosted featuring expert coaching and mentoring over a seven-week period.

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

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			<ul style="list-style-type: none"> • Planning is underway for a two-day DISruptABILITY conference (in November 2021), which will be grounded in internationally recognised, best-practice evidence. The conference will be open to all school and system staff who provide educational support and care for students with disability in Catholic schools. • 1300 VET teachers in Catholic schools and their 11,300 students implemented the new online tool to support work placement. • Over 160 teachers undertook training to deliver accredited VET courses in 2020. • Students and teachers from NSW Catholic schools achieved recognition through the cross-sector NSW Training Awards. • Students participated in the WorldSkills regional competitions with a number going on to represent NSW at the National WorldSkills Competition. <p><u>AISNSW – partially completed/some work is ongoing</u></p> <ul style="list-style-type: none"> • Through the NCCD project, AISNSW used digital and face to face professional learning support to assist schools to develop and apply robust systems and practices relevant for their own school context relating to key focus areas. • AISNSW supported students at risk of educational disadvantage through the following professional activities: <ul style="list-style-type: none"> – In 2020, AISNSW received external evaluation findings and recommendations for the Improving Outcomes pilot project. Building on external evaluation evidence, a Waratah Outcomes framework was co-designed with participating schools, AISNSW and an academic partner, to guide schools when developing strategies to support

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>Aboriginal and Torres Strait Islander students. From semester 2 2020, the AISNSW Waratah Project was implemented in 25 day and boarding schools from across metropolitan and regional areas.</p> <ul style="list-style-type: none"> - Rural and regional schools participated in on-going consultancy support to embed whole school planning to improve outcomes. This process included collecting, analysing and responding to a range of school and student data; identifying strategic priorities; implementing effective school-based actions including aligned professional learning activities based on identified strategic priorities. - AISNSW established a network of teachers supporting students with EALD to support student outcomes through quality teaching.

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

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

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Strengthen the mandatory content requirements of ITE courses in identified areas of STEM, Literacy/Numeracy, Students with Special Needs and Classroom Management.	All sectors	Ongoing	<p><u>All sectors – work is ongoing</u></p> <ul style="list-style-type: none"> • In addition to accrediting ITE courses against the national accreditation standards and procedures, NSW has implemented additional, NSW-specific content knowledge requirements for ITE course accreditation (which include but are not limited to Literacy, Numeracy, and Science and Technology). • AISNSW continued to support this action through representation on NESA’s Initial Teacher Education Committee, providing feedback on the mandatory content requirements of university courses submitted for accreditation. In addition, AISNSW continued to work collaboratively with faculties of education at a range of universities.
Identify and support cohorts of high quality teachers across sectors for certification at Highly Accomplished and Lead Teacher level.	All sectors	2019	<p><u>Government sector – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • NSW has established a NSW Highly Accomplished and Lead Teacher (HALT) Network for government schools, which provides opportunities for Highly Accomplished and Lead Teachers in metropolitan, regional and rural areas to leverage, share and develop expertise across all sectors and stages of schooling. • The Mastery of Teaching trial offered a structured support program to selected teachers in rural and remote NSW to submit their applications for Highly Accomplished accreditation in 2020. The first cohort of teachers are submitting their Highly Accomplished applications in 2021.

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • 21 NSW government teachers successfully gained their HALT accreditation throughout 2020. 15 teachers gained Highly Accomplished accreditation and 6 gained Lead accreditation. • NSW is continuing work on the Best in Class project which is identifying public school teachers to drive ongoing improvement across the system. Within this project is the <i>Highly Accomplished and Lead Teacher accreditation pilot</i> which is providing support to the Best in Class teachers to gain accreditation at the Highly Accomplished and Lead teacher career stages where appropriate. <p><u>CSNSW – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • 90 per cent of accredited HALTs participated in specific professional learning led by CSNSW in 2019 and 2020. • All Catholic school agencies participated in the state-wide Teacher Development Network, which CSNSW convenes and chairs. • Professional learning developed to improve Principal knowledge of HALT. • All CSNSW professional learning offerings quality assured and accredited by NESA. • There has been significant growth in Catholic school teachers achieving HALT accreditation in recent years with 134 applicants seeking accreditation in 2020. Currently there are 27 teachers in Catholic schools maintaining their accreditation as Highly Accomplished / Lead. • Partnership agreed with a University to develop a post-graduate qualification to support aspiring HALTs gain dual accreditation (professional and academic).

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

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			<p><u>AISNSW – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • In 2020, AISNSW continued to work with NESAs and AITSL regarding accreditation of Highly Accomplished and Lead Teachers (HALTs). • Involvement with the network of accredited HALTs continued. • ISTAA, the AISNSW Teacher Accreditation Authority, continued to support applications for Highly Accomplished and Lead Teachers from independent schools. • AISNSW provided professional learning courses and providing professional support sessions to assist the teachers applying for higher levels of accreditation.
<p>Raise the bar for entry as a teacher in government schools through strengthened employment mechanisms.</p>	<p>Government</p>	<p>2019</p>	<p><u>Government sector – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • NSW continues the use of 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.
<p>Improve the quality and relevance of professional learning, focused on improving student learning outcomes.</p>	<p>Government</p>	<p>2019</p>	<p><u>Government sector – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • NSW continues to work in partnership with the University of Newcastle to train teachers using Quality Teaching Rounds to focus on enhanced classroom practice.

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • NSW continues to implement the Framework for High-Quality Professional Experience in NSW Schools. • NSW continues to embed and support best practice professional learning for the NSW teaching service and non-teaching public school staff. In 2020/2021 the 2019 review of professional learning practice in NSW Public Schools will further guide and contribute significantly to the department's commitment to improving the quality and relevance of professional learning, focussed on improving student learning outcomes. • NSW's Professional Learning Policy for Teachers and School-Based Staff has been revised to incorporate best-practices for professional learning, known as high impact professional learning, and released with a range of supporting resources in term 4, 2020.
<p>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.</p>	Government	2019	<p><u>Government sector – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • NSW continues to deliver the School Leadership Strategy which aims to recognise and develop leadership and strengthen system leadership between leaders and networks of schools. • Induction programs for newly appointed middle leaders (Head Teachers and Assistant Principals), Deputy Principals and Principals through the School Leadership Institute occurs every year. • NSW continues to develop and support current and future school leaders by providing innovative and evidence-informed programs through the School Leadership Institute for middle leaders, deputy principals and principals.

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

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<ul style="list-style-type: none"> De-cluttering the curriculum as part of the NESAs review. <p>Harmonising the Commonwealth/State administrative arrangements.</p>	Non-government	2019	<p><u>Non-government sectors – Harmonising the Commonwealth/State administrative arrangements – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> NSW is working with the Commonwealth to implement streamlined financial acquittal processes. The NSW Government has executed memoranda of understanding with AISNSW and CSNSW to strengthen accountability measures for non-government schools, including measures to harmonise administrative arrangements with the Commonwealth. In collaboration with all sectors, NSW has completed harmonisation of: <ul style="list-style-type: none"> The enrolment census. Categories of acceptable use of funds. Funding arrangements for school systems including accountability obligations of needs-based funding and block allocation reports. Throughout 2020, AISNSW continued to work with schools to implement the strengthened accountability measures for the financial acquittal obligations. CSNSW initiated a <i>Better Smarter Regulation Project</i> to surface areas where there may be administrative or other regulatory burden on school principals and teachers. The final report arising from this project was published on the CSNSW website in 2020. CSNSW supports an Inter-Diocesan Education Accountability group (a regulation and compliance network for Catholic School Agencies) to discuss a range of issues, including reducing the administrative burden on schools.

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

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"> • Provide tailored support to improve every school, from capability-building to targeted intervention, using the School Excellence Framework to identify need and drive improvement. 	<p>All sectors Government</p>	<p>2019</p>	<p><u>Government sector – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • NSW continues to implement the School Excellence Policy and School Excellence Framework, which outlines NSW’s commitment to school planning, ongoing self-assessment, annual reporting and external validation. The School Excellence Policy was revised in 2020. • Building on existing foundations, the School Success Model provides system wide accountability and better-targeted support mechanisms to ensure that NSW public schools make evidence-based decisions that will benefit their students. • All NSW government schools undergo an external validation of the evidence of their self-assessment of progress once during the four-year school planning cycle. • NSW government schools may also seek targeted assistance with a school development review, which is a more in-depth evaluation of an element or elements of the School Excellence Framework than in the annual process of self-assessment. • The Leading Evaluation, Evidence and Data project supports 450 government 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. • The Check-in assessment – available to all NSW Government schools – provides teachers with access to student assessment information quickly. This supports the identification of how students are performing in literacy

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

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			<p>and numeracy and helps teachers tailor their teaching more specifically to student needs.</p> <p><u>CSNSW – partially completed/some work is ongoing</u></p> <ul style="list-style-type: none"> • Biannual CSNSW State of the System reports were delivered to CSNSW Ltd Members in 2019 and 2020. This reporting will continue in 2021. • An <i>Excellence and Equity in Catholic Education</i> stimulus paper was commissioned, received and considered by CSNSW. • A scoping paper on school and system review and improvement frameworks across Catholic education undertaken. • Enhanced Management Information System, including hardware and database capacity was implemented. • Research partnerships to support system improvement and reform activity were developed. • CSNSW’s sector-wide deCourcy HSC analysis was delivered to dioceses and schools across NSW. <p><u>AISNSW – partially completed/some work is ongoing</u></p> <ul style="list-style-type: none"> • AISNSW continued to deliver 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. In 2020, participating schools received strengthened tailored consultancies through face-to-face visits and off- site support (online and telephone) throughout the year. This targeted support has proven to be sufficiently flexible to continue

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

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			adding value to schools even during the disruptions caused by the COVID-19 pandemic.
<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>	All sectors	2019	<p><u>Government sector – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • NSW continues to deliver the Early Childhood Education Workforce Strategy 2018-2022, which supports the workforce to obtain qualifications and experience to prepare them for the workplace. • In 2020, DoE continued to deliver on the recommendations from the 2019 Auditor-General’s Performance Audit Report on the supply of secondary teachers in STEM-related disciplines, including: <ul style="list-style-type: none"> – Offering 20 teach.MathsNOW scholarships to successful STEM undergraduates and STEM industry professionals seeking a career change to teaching. – Appointing 33 teachers who retrained in a STEM related subject into permanent positions in government schools as they become available. – Appointing 78 scholars who completed an initial teacher education qualification in a STEM related subject into permanent positions at government schools as they become available. <p><u>CSNSW – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • As a result of CSNSW’s Efficiency and Effectiveness mandate and the development of reporting frameworks to support Catholic school agencies, CSNSW began an ongoing project to analyse and report system-wide

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>workforce data. This project continued in 2020 with a strategic review of Catholic education workforce and collaboration with AITSL as it develops the National Teacher Workforce Strategy.</p> <p><u>AISNSW – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • Throughout 2020, AISNSW continued to support this strategy through consultations with the NSW Government and AITSL.
<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><u>Both non-government sectors – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • The NSW Government has executed memoranda of understanding with AISNSW and CSNSW to strengthen accountability measures for non-government schools. Completed reforms to date include: <ul style="list-style-type: none"> – Departmental access to access to student level data for reporting and policy development purposes. – Completion of the first non-government school sector outcome report. – Schools systems establishing a needs-based methodology for the distribution of NSW Government recurrent funding. <p><u>CSNSW – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • CSNSW was 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.

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

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			<p><u>AISNSW – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • Following the signing of a Memorandum of Understanding, AISNSW has continued to participate in the Accountability Working Group (ACG), working with DoE and CSNSW to develop and finalise the Implementation Plan. • Independent schools accessed professional learning and school support in compliance from AISNSW • AISNSW was represented on the NSW Non-Government Schools Not-For-Profit Advisory Committee.
<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><u>Government sector – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • NSW continues to distribute funding to government schools through the Resource Allocation Model (RAM). • Needs-based funding is explicitly aligned with the School Excellence Policy and School Excellence Framework. • In 2020 the School Excellence in Action website was relaunched to provide all schools with support to make evidence-based decisions and allocate funding to initiatives in the Strategic Improvement Plans. In addition, a range of professional learning sessions were provided to Directors, Educational Leadership and principals.

National School Reform Agreement – Bilateral Agreement Report – New South Wales – 2020

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><u>Government sector – implementation completed in 2019/20, activities will be ongoing</u></p> <ul style="list-style-type: none"> • The current and future innovation agenda includes: <ul style="list-style-type: none"> – Identifying, shaping and developing new educational approaches, particularly through ‘bottom-up’ processes that value new voices and emphasise pace, rigour and impact. – Developing capability building resources to support, embed and extend proven methodologies that drive an innovation culture and the benefits of new ideas. – 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. • DoE integrated the Catalyst Lab Innovation Program within the Transformation Unit to provide focus, structure and resources to build innovative thinking in the development of new systems and services.