

National School Reform Agreement

Western Australia Bilateral Agreement: 2020 Progress Report



National School Reform Agreement – Bilateral Agreement Report – Western Australia – 2020

Executive Summary

Western Australia has made considerable progress in 2020 towards each of the reform actions in its Bilateral Agreement under the National School Reform Agreement. The COVID-19 pandemic impacted on some activities, particularly those involving close liaison with schools or where the activity created additional obligations on schools. However, all sectors continued to work collaboratively to progress the reforms despite the challenges faced in 2020.

Under Reform Direction A - Support students, student learning and achievement, Western Australia achieved the following key highlights in 2020:

- All sectors provided professional development/support for teachers on the effort to reduce bullying/violence in schools and/or progress with re-engagement programs for students.
- There has been ongoing and accelerated support for initiatives associated with student wellbeing. During and following the COVID-19 pandemic, student wellbeing emerged as a key priority, particularly in relation to disadvantaged families. Catholic Education Western Australia, for example, provided more support for schools through the appointment of additional wellbeing school support consultants and through professional learning training and resources.

Under Reform Direction B – Support teaching, school leadership and school improvement, Western Australia achieved the following highlight in 2020:

- The Department of Education continued the implementation of the Aboriginal Cultural Standards Framework through a suite of online workshops to staff to support the creation of culturally responsive schools and embed Aboriginal histories, cultures and language into the classroom.

Under Reform Direction C – Enhancing the National Evidence Base, actions regarding the Nationally Consistent Collection of Data have been implemented across all sectors, and the state continued to meet its commitments to contribute to the national 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>Ongoing</p> <p>Department of Education (Public Schools)</p> <ul style="list-style-type: none"> • In 2020, 196 school psychologists received Triple P (Positive Parenting Program) training in various forms, including supplementary workshop training. • Free Triple P seminars are offered to parents of students in the early years of school, and those transitioning into secondary schooling. Triple P is also provided through 22 Child and Parent Centres, and online. • Department of Education staff provided 414 Triple P programs to 3,140 parents. Program delivery and parent participation were affected due to COVID-19. • An Agreement was established between Triple P and the Alternative Learning Settings for all staff to be trained in delivering Teen Seminar Series. This will enable staff to provide evidence-based parenting support through seminars and one-to-one consultations with parents of teens. <ul style="list-style-type: none"> ○ Alternative Learning Settings is a pilot program to support students with violent or aggressive behaviour to develop positive behaviour change and transition back to school or, into a long-term education program.

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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"> • Supporting resources for schools, education regional offices, students and their families related to the recommendation for exclusion process were developed and published. • A fourth Alternative Learning Setting was established in the Kimberley Education Region. <p>Catholic Education WA (CEWA)</p> <ul style="list-style-type: none"> • Classroom behaviour strategies training and school-wide behaviour training was delivered to nearly all schools and central consultants through school visits and online professional learning. This assisted in developing effective and more consistent classroom management practices, especially in schools with diverse student needs. • A new Curriculum and Reengagement Education (CARE) school opened in Broome. This school addressed an identified need in supporting disengaged and vulnerable students from Years 7 to 9 and for whom mainstream education was not appropriate. The initial cohort was seven students. • There was an increase in the number of Team Teach Trainers and training delivered in schools in 2020. Twenty new Team Teach Trainers were engaged, working with schools in their region. • Development commenced on student behaviour guidelines for schools. • Parent resources were developed, such as ‘Supporting Teens through Exams’. <p>Association of Independent Schools (AISWA)</p> <ul style="list-style-type: none"> • The Team Teach program was delivered across 10 Independent schools. This was fewer than usual due to the COVID-19 pandemic.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Increase beginning teacher expertise in developing positive behaviour and incorporate de-escalation training into the Graduate Teacher Program.</p>	<p>All sectors</p>	<p>Ongoing</p>	<p>Ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • Mandatory training in de-escalation and positive handling of aggressive behaviour for all graduate teachers employed in public schools continued. In 2020, 861 graduate teachers completed training in violence de-escalation and positive handling. • Support and access to professional learning focusing on positive behaviour was ongoing to all schools. <p>CEWA</p> <ul style="list-style-type: none"> • Beginning teachers received training in Positive Behaviours, Strength-Based Teaching and Staff Wellbeing. This occurred through two regional and two metropolitan seminars and covered around 160 early childhood teachers. Additional seminars had to be cancelled due to the COVID-19 pandemic. <p>AISWA</p> <ul style="list-style-type: none"> • In 2020, 37 beginning teachers participated in face-to-face workshops with experienced teachers and the School Psychology Service on developing positive behaviour and co-regulation techniques.
<p>Deliver professional learning to support student health and wellbeing in schools.</p>	<p>All sectors</p>	<p>Ongoing</p>	<p>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 care, including:

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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"> ○ 38 Gatekeeper Suicide Prevention Training workshops, including two day workshops and one day refresher workshops delivered to 745 staff across all three sectors; and ○ 39 Youth Mental Health First Aid workshops including two day workshops and four hour refresher workshops, delivered to 790 school staff, including community health nurses and chaplains. ● The Teen Mental Health First Aid training was delivered to students in Years 10 and 12 across all three sectors to reduce mental health stigma and increase help seeking by students. The Teen Mental Health First Aid training was delivered in 29 schools to 2,137 students in Years 10 and 12 across all three sectors. ● The Department developed its About FASD professional learning into a self-paced online module, which allows a wider range of school staff to build their capacity to support students with complex needs associated with Fetal Alcohol Spectrum Disorder (FASD). This continues to be a mandatory component of the Graduate Teacher Induction Program in public schools. <p>CEWA</p> <ul style="list-style-type: none"> ● Approximately 200 CEWA staff received training relating to student mental health and learning including trauma informed practice. ● Youth Mental Health First Aid training was delivered to about 50% of CEWA's schools. ● There was an increase in the number of CEWA trainers for Gatekeeper Suicide Prevention Course to a total of 20 staff. ● Due to the COVID-19 pandemic, 10 webinars were delivered on topics including belonging, anxiety, managing student risk, non-therapeutic counselling skills, case management and resilience.

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			<ul style="list-style-type: none"> • All CEWA schools were provided with access to the e-Visible Wellbeing resources. • An online 'Reflect' program was piloted in 10 schools supporting students to make their feelings and experiences more apparent to their classroom teacher. <p>AISWA</p> <ul style="list-style-type: none"> • In 2020, 34 beginning teachers participated in online workshops and discussions covering the support of student engagement and wellbeing. These were presented by inclusive education consultants, the psychology service, Information and Communication Technology (ICT) and Science, Technology, Engineering and Mathematics (STEM) consultants. • In 2020, 24 Mental Health First Aid courses (including the two-day Youth Mental Health First Aid course- Refresher and short courses such as Suicidal Person and Non-suicidal Self-injury) were delivered to 151 staff from across 15 schools. • The pandemic meant there was a focus in 2020 on supporting schools to provide student and staff health and wellbeing support rather than delivering programs which necessitated the gathering of large numbers of people. Such support was accessed by all but two Independent schools which received support from external providers.
Publish planning guides and fact sheets for schools and their communities to reduce bullying and violence.	All sectors	Ongoing	<p>Ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • Schools promoted and participated in the National Day of Action against Bullying and Violence.

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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"> • Schools continued to access online resources to assist them with implementing processes to manage and reduce bullying. <p>CEWA</p> <ul style="list-style-type: none"> • Schools promoted and participated in the National Day of Action against Bullying and Violence. • Development commenced of guidelines for responding to students threatening to harm others. <p>AISWA</p> <ul style="list-style-type: none"> • AISWA participated in the annual promotion of National Day of Action against Bullying and Violence. • AISWA compiled and distributed a newsletter four times in 2020. The focus of support was keeping young people safe online. • AISWA provided 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>Implementation completed in 2020. Activities will be ongoing.</p> <p>Department of Education</p> <ul style="list-style-type: none"> • 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"> • CEWA launched the Leaders of Wellbeing in Catholic Education six-day course. Seventy educators completed the course to equip them with the skills to strategically lead a wellbeing approach in their school.

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			<ul style="list-style-type: none"> • A seven module, two hour online course was constructed to assist schools as students returned to school after a period of online learning in 2020. • Modules included: <ul style="list-style-type: none"> ○ Staff self-care; ○ Stories and experiences; ○ Child safety; ○ Re-establishing classroom routines; ○ Re-establishing social connections; ○ Resilience and supporting emotional needs; and ○ Parent engagement. <p>AISWA</p> <ul style="list-style-type: none"> • AISWA facilitated two face-to-face network meetings for school-based psychologists where successful models of practice for improving student health, wellbeing and engagement were shared. • AISWA facilitated two online meetings for school which focused on wellbeing during the COVID-19 pandemic. • AISWA facilitated four online meetings for teachers and administrators in rural and remotes school which focused on wellbeing and supporting student re-engagement post lockdown. • AISWA worked collaboratively with CEWA and the Department of Education on a hub with resources for parents and teachers to support students and schools during COVID-19. • An AISWA Psychology Services Newsletter was disseminated four times, providing information and insight into successful practices and programs happening across schools.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Publish planning guides and fact sheets for schools and communities to support re-engagement programs.	All sectors	2019 (early-mid) to 2020	<p>Implementation completed in 2020. Activities will be ongoing.</p> <p>Department of Education</p> <ul style="list-style-type: none"> • All public schools had 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 provided resources and information to support schools to strengthen the engagement of students with disability and/or complex and challenging behaviour. • The Department published the updated Student Attendance in Public Schools policy and procedures, ahead of its implementation in Term 3, 2021. • The Department implemented strategies to re-engage vulnerable students during the COVID-19 period including: <ul style="list-style-type: none"> ○ Tier 1 – School support re-engage: Professional learning designed to equip participants with the knowledge and skills required to support positive re-engagement in the school environment. ○ Tier 2 – Targeted Support: The establishment of a Connectedness and Engagement Team to facilitate collaboration with education regions to provide targeted support to schools and families. ○ Tier 3 – Most vulnerable students: Provision for students to be supported by Engagement Centres, Alternative Learning Settings, the Complex Placement Team and the School Psychology Service.

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			<ul style="list-style-type: none"> • Twenty additional teachers were made available to deliver learning remotely to medically vulnerable students and those who had medically vulnerable people living in their household. <p>CEWA</p> <ul style="list-style-type: none"> • Attendance guidelines were developed for schools to assist with promoting student attendance and processes and practices to document, monitor and restore attendance when lapses occur. • Specific guides in response to the COVID-19 pandemic were developed: <ul style="list-style-type: none"> ○ COVID-19 Crisis Response; ○ COVID-19 Pastoral Care Guidelines; ○ COVID-19 Kimberley Pastoral Care Support Plan; ○ COVID-19 Parent Contact Resource; ○ COVID-19 Tele-counselling Guidelines; ○ COVID-19 Staff Self-isolating Protocol; and ○ Staff Self-Care Resource Pack. <p>AISWA</p> <ul style="list-style-type: none"> • AISWA facilitated a collegiate network for Principals of Curriculum and Reengagement in Education Schools CARE schools from the Independent and Catholic sector who met in September to share ideas and discuss issues of practice. • Due to COVID-19 preventing face-to-face meetings, support was offered via email and phone for queries around registration and compliance issues. • The annual CARE school conference supporting effective and innovative practice was deferred until 2021.

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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>Implementation completed in 2020. Activities will be ongoing.</p> <ul style="list-style-type: none"> • CEWA Teaching and Learning consultants continued to provide professional learning and facilitation with Primary, Secondary and Composite (K-Year 12) Schools in developing evidenced based school wide pedagogical practices. • There was design, development and implementation of the Pedagogical Leadership Program to (53 participants) in the Perth and South West Regions. This program supports school leaders in their understanding and enactment of Pedagogical Leadership underpinned by the Vision for Learning and the Five Teacher Practices. • A professional learning module aimed at emerging leaders (45 participants), middle leaders (48 participants) and aspiring principals (15 participants) was designed and delivered. • The Vision for Learning webpage that develops key messages about system wide pedagogical philosophy and access to wider professional learning and networking opportunities was developed and released.
<p>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.</p>	<p>Catholic Schools</p>	<p>2019 to 2020</p>	<p>Implementation completed in 2020. Activities will be ongoing.</p> <ul style="list-style-type: none"> • In 2020, VISN delivered a total of 22 courses, of which: <ul style="list-style-type: none"> ○ nine (86%) were ATAR courses; ○ three (14%) were VET/Alternate entry to university courses; ○ 14 (64%) were Year 11 level; and ○ eight (36%) were Year 12 level.

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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 22 courses were delivered by 15 different schools, of which: <ul style="list-style-type: none"> ○ six (40%) were regional or remote schools; and ○ nine (60%) were metropolitan schools. • ViSN had 186 enrolments in 2020, of which: <ul style="list-style-type: none"> ○ 70 (38%) were from 8 regional or remote schools; and ○ 116 (62%) were from 16 metropolitan schools. • A total of 24 schools enrolled students as either a Design and Deliver School (includes Host Schools) or a Fee for Service School: <ul style="list-style-type: none"> ○ 14 (59%) Design and Deliver Schools had a total of 153 (82%) enrolments; and ○ 10 (41%) Fee-for-Service Schools had a total of 33 (18%) enrolments.

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>Completed</p> <ul style="list-style-type: none"> • AISWA contributed to the national and state conversation around university entry. During this time there was an emphasis on managing the current Year 12 cohort through Western Australian Certificate of Education (WACE) exams through participation on the School Curriculum and Standards Authority Curriculum and Assessment Committee. • There was an AISWA nominated representative on the Career Development is Everybody's Business cross-sectoral project.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • AISWA was represented at the Global Education Leaders Partnership which explores and shares international best practice on post school pathways. • AISWA provided consultancy and advice to schools on post school pathways for Aboriginal and Torres Strait Islander students involved in the Future Footprints Program.
<p>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.</p>	<p>All Sectors</p>	<p>2019 (early/mid) onwards</p>	<p>Implementation completed in 2020. Activities will be ongoing.</p> <p>Department of Education</p> <ul style="list-style-type: none"> • Western Australia continued to contribute to national initiatives to address the findings and recommendations of the Looking to the Future: Report of the Review of Senior Secondary Pathways into Work, Further Education and Training. • Western Australia is implementing a range of strategies in public schools under a Future Skills and Pathways plan to address the findings and recommendations in the local public school context. <p>Catholic Education</p> <ul style="list-style-type: none"> • CEWA continues to diversify curriculum offerings in schools. • CEWA collaborated with AISWA in organising a Career Expo for school staff. • The CEWA VET and Careers Consultant is a member of the National Catholic Education Commission (NCEC) VET Network. <p>AISWA</p> <ul style="list-style-type: none"> • AISWA collaborated with CEWA to hold a Career Expo to which all Universities and training providers were invited to exhibit. Career and VET coordinators from both sectors were invited to attend.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<ul style="list-style-type: none"> • AISWA provided a submission to the Australian Institute for Teaching and School Leadership’s Building a high quality and sustainable dual qualified VET workforce on behalf of the Independent Schools. • Due to the COVID-19 pandemic, the regular consultative group meetings to discuss senior secondary and post school destinations were suspended in 2020. Discussions were held between the sectors as required on urgent issues such as traineeships.

General Capabilities (Australian Curriculum)

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Enhance the focus on General Capabilities, as outlined in the Australian Curriculum, for the various learning areas.	Public, Catholic and Independent Schools	2018 to 2020	<p>Implementation completed in 2020. Activities will be ongoing.</p> <p>Department of Education</p> <ul style="list-style-type: none"> • The General Capabilities are embedded in the Pre-primary to Year 10 year-level syllabuses within the Western Australian Curriculum and Assessment Outline and in the Year 11 and 12 Western Australian Certificate of Education course syllabuses. • The Department’s professional learning 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. • In 2020, the Department funded the Creative Schools learning program developed by FORM, which is an independent, non-profit

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>organisation, to run in 10 public schools with an emphasis on building creative and critical thinking into learning through the appointment of a Creative Practitioner (artist) to the classroom. The creative practitioner and teacher work together to promote student agency and critical and creative thinking within lessons across the curriculum.</p> <p>CEWA</p> <ul style="list-style-type: none"> • Leaders’ Forum involving 550 school leadership teams promoted and reported on embedding the General Capabilities in subjects. • A General Capabilities CEWA school group was created which collected data on CEWA schools engaged with General Capabilities. • The Entrepreneurship Program continued to give students opportunity to develop entrepreneurial skills in commencing their start-ups. Through this program, students are made aware of the General Capabilities of: Literacy, Numeracy, Ethical Understanding, Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding and ICT Capability. • These skills are especially important when dealing with industry and planning to take their business to market. • General Capabilities are embedded into career counselling courses delivered in 2020 by CEWA schools, specifically in relation to vocational readiness. <p>AISWA</p> <ul style="list-style-type: none"> • AISWA completed a high impact teaching practices project across 15 schools with 75 participants. The high impact teaching practices enhance the focus on the General Capabilities and the research

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			<p>suggests that they consistently have a positive impact on student achievement.</p> <ul style="list-style-type: none"> In response to COVID-19, <i>A Momentum Pack</i> was designed to support teachers in continued engagement of students in learning their learning. Other resources that were developed were two teacher exemplar videos to support schools in the implementation of the General Capabilities. A community of practice network was established for teachers involved in the High Impact Teaching Practices project.
Continue to support the use of formative assessment tools, such as Brightpath.	Public, Catholic and Independent Sectors	2018 to 2020	<p>Implementation completed in 2020. Activities will be ongoing.</p> <p>Department of Education</p> <ul style="list-style-type: none"> At 31 December 2020, there were 597 Western Australian schools registered to use Brightpath, including 499 public schools. The Department of Education supports public schools in the use of Brightpath through a dedicated Teacher Development School. In 2020, a partnership was established with the Western Australian Primary Principals’ Association to build online resources that support school leaders to implement Brightpath into their schools. The Brightpath online resources for school leaders completed and available for on-demand access. Western Australia has maintained its involvement in the consultation regarding the Commonwealth development of the Online Formative Assessment Initiative (OFAI) including the provision of a Western Australian expert representative on the OFAI Project Board. <p>CEWA</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"> • Teachers were supported by professional learning made available through Brightpath and CEWA. This professional learning consisted of the Brightpath professional learning Program which included face-to-face and online professional learning opportunities, with specific professional learning provided for ‘beginning’ and ‘new’ schools. CEWA also provided professional learning with, for example, weekly zoom webinars to inform practice (Bright Tuesdays) and regular network meetings. • Nine CEWA schools took part in the Brightpath Numeracy trial, feeding back improvements to Brightpath before the platform’s planned release in 2021. <p>AISWA</p> <ul style="list-style-type: none"> • AISWA began its Brightpath Next Steps Literacy Project with a Train the Trainer model with a several Independent schools. • AISWA formed a university partnership with Notre Dame for the development of its Brightpath Next Steps Numeracy Project, to begin in 2021.

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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 its students.	Public Schools	2018 to 2023	<p>Implemented and ongoing</p> <ul style="list-style-type: none"> • 107 Public School Review (PSRs) were completed in 2020. In March 2020, the PSR schedule was suspended due to the COVID-19 pandemic. Reviews recommenced in the final week of Term 3 2020. • At the time of recommencement, a differentiated timeframe of return was introduced (one, three or five years), which is determined based on consensus between the school and the review team, and the best interests of the school.
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> <ul style="list-style-type: none"> • The Department continued 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 continued to assess their performance against the five domains of the School Improvement and Accountability Framework (in addition to student achievement and progress)
Public schools will undertake and submit a school self-assessment using an educative electronic school assessment tool (ESAT) that provides verifiable judgments about student achievement and school operations.	Public Schools	2018 to 2023	<p>Implemented and ongoing</p> <ul style="list-style-type: none"> • In 2020, 107 schools were reviewed; each provided a school self-assessment using the electronic school assessment tool (ESAT). • Public School Review teams accessed the ESAT submissions which were used as the basis for an independent assessment of evidence of school effectiveness. This evidence provided the focus for lines

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			of interest during the Public School Review teams' school validation visits.
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> <ul style="list-style-type: none"> The Public School Review process validates the school's effectiveness in creating and sustaining the conditions for student success.
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> <ul style="list-style-type: none"> Reports on performance validation were provided to all 107 schools that underwent a Public School Review in 2020. Amendments to the report format and information reflects process enhancements. The purpose of the report continues to be to provide feedback to schools to validate school performance based on commendations 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> <ul style="list-style-type: none"> Consultations regarding the cycle of review were undertaken during Terms 2 and 3 of 2020. Upon the recommencement of Public School Reviews, a differentiated timeframe of return was introduced: one, three or five years. The timeframe of return is determined based on consensus between the school and the review team, and the best interests of the school. In total, 424 (53%) of the state's 802 public schools were reviewed by the end of 2020.

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<p>A PSR implementation review will be undertaken at the conclusion of 2021 (i.e. first year of cycle).</p>	<p>Public Schools</p>	<p>2018 to 2023</p>	<p>Implemented and ongoing</p> <ul style="list-style-type: none"> • At the end of Term 3, 2020, the Standard was introduced. The Standard clearly articulates common understandings about what all schools should look for when reflecting on their performance. It is based on the <i>School Improvement and Accountability Framework</i> and: <ul style="list-style-type: none"> ○ assists schools to advance the quality of their school self-assessment and review processes; and ○ maximises the review consistency in the consensus and validation phases of the Public School Review. • The Department’s 2020-2024 strategic directions <i>Every student, every classroom, every day</i> and <i>Building on Strength</i> outlined changes to Public School Review; including: <ul style="list-style-type: none"> ○ a single review process for all schools; ○ school self-assessment being the basis for improvement, recommendations and differentiated Public School Review and support; and ○ that there will be clarity for school staff regarding 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)
Improved talent identification and selection through better-targeted and differentiated leadership development and support programs.	Public/Catholic Schools	2019 (early/mid) to 2020	<p>Implementation completed in 2020. Activities will be ongoing.</p> <p>Department of Education</p> <ul style="list-style-type: none"> The <i>Western Australian Future Leaders Framework</i> supports schools to identify, develop and support staff with a high potential for leadership. In 2020, the initial trial of the Framework was evaluated and the second phase of the trial was implemented. The second phase incorporated a network approach, ensuring scalability and sustainability for the long term. The Department continued to provide <i>Leading School Improvement</i> professional learning programs for principals and school leaders to strengthen their approach to whole-school improvement, focused on either primary, secondary, small school or special education need contexts. In 2020, 16 programs were held involving 295 staff. <p>CEWA</p> <ul style="list-style-type: none"> A review of Talent Id was undertaken from late 2019 to early 2020 with strengths and recommendations made around the future opportunities for the program. Previously, significant investment was undertaken in the development of a tool that incorporated self-reflection and stakeholder perceptions, supported by coaching sessions and professional development pathways. The COVID-19 pandemic limited the development and running of Talent Id in 2020 and therefore practical aspects of the program were not delivered.

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<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>Implementation completed in 2020. Activities will be ongoing.</p> <ul style="list-style-type: none"> • Work continued on developing a new approach to principal selection and placement incorporating <i>Personal Attributes of Effective School Leaders</i> (Hamilton, P. June 2018. Hamilton Associates) and integrating workforce planning strategies. • An Executive Recruitment Team will be implemented in 2021 to streamline processes. • A full suite of innovative assessment tools, application processes and post placement support will be included in the new approach.
<p>Implement self-assessment development analysts using the Principal Performance Improvement Tool.</p>	Public and Independent Schools	2019 (early/mid) to 2020	<p>Implementation completed in 2020. Activities will be ongoing.</p> <p>Department of Education</p> <ul style="list-style-type: none"> • Research commenced to scope the requirements of an electronic self-assessment suite using the Principal Performance Improvement Tool (PPIT). <p>AISWA</p> <ul style="list-style-type: none"> • Due to the COVID-19 pandemic, implementation of the PPIT was deferred until 2021.
<p>Introduction of a new leadership program where aspiring leaders are encouraged to self-select into the relevant programs.</p>	Public and Independent Schools	2019 (early/mid) to 2020	<p>Implementation completed in 2020. Activities will be ongoing.</p> <p>Department of Education</p> <ul style="list-style-type: none"> • A pilot of the Aspirant Principal Preparation Program commenced for school leaders who intend on applying for school principal positions within the next two years.

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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 program aims to build the knowledge, skills and leadership practices required for effective school leaders. The six-module program also includes a residential component. <p>AISWA</p> <ul style="list-style-type: none"> • AISWA continued its leadership program for Principals in remote Aboriginal Independent Community Schools. There was monthly online and individual professional learning, in addition to two face-to-face workshops which covered a range of relevant topics for those leading in complex contexts. • Due to the COVID-19 pandemic, the Aspiring Leaders course, Women in Educational Leadership Network, was deferred until 2021. • The Early Childhood and Primary Leaders Networks continued each term in online forums.
Develop and implement a 'Transition Support program' for new principals.	Public and Independent Schools	2019 (early/mid) to 2020	<p>Implementation completed in 2020. Activities will be ongoing.</p> <p>Department of Education</p> <ul style="list-style-type: none"> • A pilot of the Newly Appointed Principal Induction commenced. • The program aims to increase understanding of the key operational aspects of being a principal and provides opportunities to forge important connections to system leaders. • In 2020, two cohorts (52 participants) participated in the <i>Launch: New Principal Program</i>. The program is for principals in their first three years in the principal role or with a fixed-term contract of six months or longer. The program is designed to fast-track learning for new principals by supporting them to create a clear transition plan for their first 100 days. The program includes

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>one-on-one executive coaching and mentoring with an accomplished principal for 12 months.</p> <p>AISWA</p> <ul style="list-style-type: none"> • <i>Leading in an Independent School</i> was delivered to 15 participants. This course provides information and contacts for new Principals. • New principals were offered support across a range of areas including governance, finance, COVID-19 requirements 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</p> <ul style="list-style-type: none"> • Programs arising from the Western Australian Public School Leadership Strategy 2018-2021 continued to provide high quality capability building and support programs for school leaders. • An Aspirant Aboriginal Leaders Program <i>Djiral-ak djinda bidi – North Star Path</i>, was co-designed and developed to support aspirant Aboriginal leaders identify their career and leadership goals, their 'North Star', and support them to achieve those goals.
<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, 	<p>Public Schools</p>	<p>2018 to 2021</p>	<p>In Progress</p> <ul style="list-style-type: none"> • The Aboriginal Aspirant Level 3 Classroom Teachers project links to the work being completed under the Djiral-ak djinda bidi - North Star project and Aboriginal Aspirant Leadership Program. • Aboriginal classroom teachers were invited to take part in professional learning to support Aboriginal aspirant leaders in

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<ul style="list-style-type: none"> • a suite of development opportunities with Aboriginal leaders, including a career pathway program that is specifically targeted to the needs of aspirant Aboriginal leaders; and • a mentoring and coaching support structure contextualised to support aspirant Aboriginal leaders. 			<p>preparation for undertaking the Level 3 Classroom Teacher process.</p> <ul style="list-style-type: none"> • The professional learning consisted of online modules and face-to-face workshops where staff collaborated in a planning process to ensure a culturally responsive, tailored experience to meet the needs of the individuals and the cohort. • Aboriginal classroom teachers were invited to take part in this program if they felt it aligned with their current journey and aspirations to potentially embark on the Level 3 Classroom Teacher journey.
<p>Enhance the Leadership Development program focused on 'Building Cultures of Teaching Excellence'.</p>	<p>Independent Schools</p>	<p>2019 (mid/late) to 2020</p>	<p>In Progress</p> <ul style="list-style-type: none"> • The planned program presentation in Terms 1 and 2 were deferred until 2021 due to the COVID-19 pandemic. • During 2020, teaching and leadership networks convened, including for Primary Leaders, Languages, and Curriculum Leaders.
<p>Introduction of the Lead Principal role to ensure all principals receive professional and personalised support from a highly credible colleague.</p>	<p>Independent Schools</p>	<p>2019 (mid/late) to 2020</p>	<p>Completed</p> <p>AISWA</p> <ul style="list-style-type: none"> • In 2020, the leadership mentoring program that was established in 2019 continued, with 38 participants linked with experienced school leaders. • Aboriginal Independent Community (Remote) School principals worked with an experienced Principal as a mentor.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Early Career Teachers program to provide opportunities for teachers in their first and second year of practice to network and develop their capabilities.</p>	<p>Independent and Catholic Schools</p>	<p>2019 (early/mid)</p>	<p>Implementation completed in 2020. Activities will be ongoing.</p> <p>CEWA</p> <ul style="list-style-type: none"> • The CEWA Early Career Teacher Program (ECTP) is a unique two-year program that provides a blended approach (face-to-face and online) to professional learning and induction that not only builds upon the various capacities of early career teachers but enables quality networking opportunities. • The ECTP was significantly impacted by the COVID-19 pandemic. Days one and four (face-to-face) were conducted in February in metropolitan and some regional areas. The program was reframed to an online model for the remainder of the year. • 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. <p>AISWA</p> <ul style="list-style-type: none"> • The AISWA early career teacher program is called Graduate to Proficient and is open to those in the first three years of their teaching career. This five-day course was conducted in both online and face-to-face forums in 2020 with 34 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)
			<ul style="list-style-type: none"> The program was delivered in both the metropolitan and regional areas of Western Australia for those in their first three years of teaching. The satisfaction rating for this course which has been running for eight years remains very high.
<p>Implement the School Climate Survey to provide leaders with information regarding the cultural climate of the organisation.</p>	<p>Catholic Schools</p>	<p>2019 (early/mid)</p>	<p>Implementation completed in 2020. Activities will be ongoing.</p> <ul style="list-style-type: none"> Due to the impact of the Covid-19 pandemic, the rollout of school climate surveys for schools in 2020 was postponed. This was due to the logistical constraints that the pandemic presented on preparing schools for the surveys. Moreover, it was recognised that authenticity in evaluating stakeholder feedback may have been impacted due to the nature of the pandemic’s influence on individuals’ perceptions. All CEWA schools who did not undertake the school climate surveys in 2020 are scheduled to complete it in 2021. This will see all CEWA schools have undertaken the survey (or approved equivalent ones for schools invested in the Fogarty Program or a non-diocesan school). Planning occurred in 2020 for the full resumption of the School Climate Survey for 2021 and beyond.

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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>Implementation completed in 2020. Activities will be ongoing.</p> <ul style="list-style-type: none"> The Aboriginal Independent Community (Remote) Schools (AICS) Principal Collegiate Group continued. They convened once a month via teleconference and twice face-to-face to ensure access to a strong knowledge network, where recruitment and induction are staple items for discussion. During 2020, the Kimberley Governing Bodies did not meet because of travel restrictions.
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) – 2020 (mid)	<p>Implementation completed in 2020. Activities will be ongoing.</p> <ul style="list-style-type: none"> In 2020 the process for the delivery of information and support for remote teachers and leaders to undertake national certification continued in Term 1.

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	All sectors	2019 (mid/late) onwards	<p>Implementation completed in 2020. Activities will be ongoing.</p> <p>Department of Education</p> <ul style="list-style-type: none"> Western Australia, through collaboration between the Teacher Registration Board of Western Australia

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
Australian Teacher Workforce Data Strategy.			<p>(TRBWA) and the Australian Institute for Teaching and School Leadership, participated in the 2020 Australian Teacher Workforce Data (ATWD) annual survey.</p> <ul style="list-style-type: none"> • The TRBWA will continue to support the ATWD strategy, by communicating directly with registered teachers and through key stakeholders about the opportunity to participate in the annual survey and facilitating access to the survey instrument. • Amendments to the <i>Teacher Registration Act 2012</i> (WA) are being drafted, to be able to share the teacher registration data. • In 2020, WA was represented on the ATWD Oversight Board. <p>CEWA</p> <ul style="list-style-type: none"> • CEWA provides six different scholarships annually, offerings to Year 12 graduates starting their tertiary education in teaching degree to teachers and non-teachers undertaking further studies for accreditation and upskilling purposes. There are also two doctoral scholarships available for those who are nearing completion of a doctoral degree. <ul style="list-style-type: none"> ○ Country Practicum ○ Year 12 Graduates ○ Teacher ○ Non-Teacher ○ Graduate Incentive ○ Doctoral • Country Practicum scholarships are offered to third and/or final year pre-service teachers who seek to

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>complete their teaching practicum in a Catholic country school. Due to the onset of the Covid-19 pandemic in 2020, country practicum only took place in Terms 3 and 4 and the number of pre-service teachers who applied had decreased significantly.</p> <ul style="list-style-type: none"> • Each year CEWA awards 10 scholarships to Year 12 students who have graduated from a CEWA school, achieved an ATAR score of 90+ and chosen to study a teaching degree at University of Notre Dame Australia. Each scholarship is worth \$10,000 and is distributed over four-year period. • Teachers and non-teachers who have been in CEWA for two years or more are eligible to apply for a scholarship to support their ongoing studies. Successful recipients receive partial funding towards a maximum of two units of studies. • The Graduate Incentive Scholarship is available to CEWA graduate teachers who have completed their final teaching practicum in a Remote Area Package (RAP) CEWA school, and then commit to two years of full-time teaching service at any RAP school. The value of the scholarship is dependent upon school location and varies from \$8,000 to \$20,000. • There are two doctoral scholarships available for CEWA staff who are nearing completion of a doctoral degree. The scholarship offers up to one term’s funded leave to assist with the writing and submission of a dissertation. • The maximum value of each scholarship is \$30,000 provided to the employer to cover salary cost.

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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"> • AISWA provided representatives to various forums, reviews and consultative groups offered by the Australian Teacher Workforce Data Strategy conducted by the Australian Institute for Teaching and School Leadership.

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>Ongoing</p> <ul style="list-style-type: none"> • The Aboriginal Cultural Standards Framework continued to drive the Department's work to strengthen the wellbeing, engagement and achievement of Aboriginal students and to build strong partnerships between families and schools. • The Department delivered professional learning to increase the capacity of teachers to embed Aboriginal histories, cultures and languages into classroom practice via a suite of online modules. • Online and face-to-face professional learning workshops were delivered to staff to support the creation of culturally responsive schools. • Through two online and three face-to-face professional learning events, 212 participants increased their capacity

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>to embed Aboriginal and Torres Strait Islander histories and cultures into their classroom practice.</p> <ul style="list-style-type: none"> • The Department designed professional learning to support teachers to embed the Cross-curriculum priority: Aboriginal and Torres Strait Islander cultures and histories, for online and face-to-face delivery in 2021. • An Aboriginal Languages (Noongar) Pre-primary to Year 6 syllabus is under development.
<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>Ongoing</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 students. Eleven secondary schools were selected to participate in the project. • The research project was completed in mid-2020. The findings are being used to help inform professional learning design. • Case studies with a small number of schools to capture promising practice in embedding whole-school culturally responsive approaches were planned for 2020, however the COVID-19 pandemic impacted on the ability to commence this project.
<p>Provide targeted support to build the capability of school leaders to use the Framework to develop and sustain an individual and school-</p>	<p>Public Schools</p>	<p>Ongoing</p>	<p>Ongoing</p> <ul style="list-style-type: none"> • The Department provided targeted professional learning, advice and guidance for teachers, school leaders and

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
wide focus on improving the participation, engagement and achievement of Aboriginal students and drive improvement planning.			<p>identified Department staff to develop their understanding of the Aboriginal Cultural Standards Framework and their responsibility for/role in creating culturally responsive classrooms.</p> <ul style="list-style-type: none"> The planning for a culturally responsive school leadership program commenced in 2020.
Implement the Transforming Lives strategy to 'close the gap' between the achievement and retention of Aboriginal students and their non-Aboriginal peers.	Catholic Schools	2019 to 2020	<p>Implementation completed in 2020. Activities will be ongoing.</p> <ul style="list-style-type: none"> In 2020, 25 CEWA schools commenced their journey to be Culturally Secure (this replaces the nomenclature 'Culturally Competent'). CEWA has set itself a goal to increase Aboriginal Year 12 graduations from 100 to 250 in 2025. In 2020, 142 Aboriginal students completed Year 12, with 115 students eligible to achieve a WACE. Of those eligible, 82 students (71.3%) met the requirements to achieve a WACE.
Investigate opportunities to extend Cultural Competency online professional development from Initial trial With Catholic Education Western Australia (CEWA) office staff to all state-wide CEWA employees.	Catholic Schools	2018 to 2019 (Early)	<p>Implementation completed in 2020. Activities will be ongoing.</p> <ul style="list-style-type: none"> A Cultural Security Working Group was initiated, comprising office staff, Team Leaders and Directors. A need was identified for a bespoke system-wide CEWA Cultural Security Framework, which will include Cultural Security Training for CEWA STAFF (Phase 1; office-based staff; Phase 2; school-based staff). Funding and resources were allocated for the Cultural Security Project. Induction programs for Early Career Teachers in CEWA schools continued to have a mandatory presentation on

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>cultural competency; induction program for Kimberley staff also have a similar but nuanced presentation.</p> <ul style="list-style-type: none"> CEWA has elements of systemic cultural competency initiatives built into its Reconciliation Action Plan and ‘Transforming Lives 2025’ Aboriginal Education framework.

Science, Technology, Engineering and Maths (STEM)

Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
<p>Improving STEM education and Identify 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>Implementation completed in 2020. Activities will be ongoing.</p> <p>Department of Education</p> <ul style="list-style-type: none"> A range of strategies and initiatives were implemented 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 2020, Teacher Development Schools provided 108 STEM-focused professional learning events (2,808 participants) and responded to 112 requests (673 participants) for tailored STEM support from schools, teachers and networks across the State.

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			<p>CEWA</p> <ul style="list-style-type: none"> • STEM consultants hosted professional learning in Geraldton in February 2020, in preparation for the Geraldton STEM Showcase and identified effective STEM teaching practice. Showcase cancelled due to the COVID-19 pandemic. • STEM was a key focus area during COVID-19 - remote learning, with many teachers and schools actively engaging and sharing within the STEM Teams community. The STEM group adapted units of work, such as the Scitech STEM Learning Project for remote learning. Webinars were run within CEWA to support at home delivery of these units. • Face-to-face professional learning for Primary stream was delivered in October. • Face-to-face professional learning for Secondary stream was delivered in November, in collaboration with Edith Cowan University. • The STEM Hub has 443 members. • A STEM SharePoint site was published and readily accessible to CEWA schools. <p>AISWA</p> <ul style="list-style-type: none"> • In 2020, '<i>Technologies</i>' in STEM was the focus for pedagogies, skills and capabilities. A swift and effective response for schools' critical requirements included extensive professional learning in the use of communications and online learning applications. • The following were developed and delivered by AISWA consultants: <ul style="list-style-type: none"> ○ STEM workshops were delivered at 2 conferences;
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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"> ○ four STEM teaching collaboration projects with UWA; ○ six <i>AISWA Online</i> course were created; ○ six centralised face-to-face ICT capability/STEM workshops and nine online; and ○ over 40 short online professional learning sessions. ● In addition, consultants provided advice for range of state and national advisory groups such as the State STEM Skills Strategy Group.
Professional learning and the levels of teaching resources are being enhanced through service arrangements with SciTech to build capacity of teachers to implement STEM education.	Public Schools	2018 to 2021	<p>Completed</p> <ul style="list-style-type: none"> ● As of August 2020, the STEM Learning Project had achieved its objectives and outcomes and resulted in production and publication of 41 Kindergarten to Year 12 STEM Curriculum resource modules and 15 Kindergarten to Year 12 STEM Professional learning modules for teachers that will build the capacity of teachers to implement effective STEM education practices in schools. ● The resources are available online for Department and non-Department staff.
Targeted program for low socio-economic schools to build STEM Interests, aspiration and capability in STEM.	All Sectors	2018 to 2019	<p>Implementation completed in 2020. Activities will be ongoing.</p> <p>Department of Education</p> <ul style="list-style-type: none"> ● Western Australia’s Department of Jobs, Tourism, Science and Innovation is funding the STEM Enterprise Schools initiative.

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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 2020, 136 schools participated in the second phase of the professional learning program for this initiative which will conclude in 2021. • The Department also presented the ‘<i>STEMing from Asia: Digital Youth Summit</i>’ as an online event to over 250 secondary students in low socio-economic public schools. <p>CEWA</p> <ul style="list-style-type: none"> • The STEM initiatives above involved low SES CEWA schools. • Clontarf Aboriginal College had an enrolment of 70 students, including 17 girls, in their two VET engineering courses. <p>AISWA</p> <ul style="list-style-type: none"> • A STEM Innovation project for remote and regional schools was offered and launched. Various impacts of COVID resulted in a restricted face-to-face uptake. STEM-related <i>online</i> courses, support materials and resources for these schools were developed. • In 2020, seven remote/regional schools received face-to-face consultations. There was a preference for multiple short, online, individually personalised ‘how to’ consultations for remote and late-adopter teachers, principals, and schools.
Develop a 'Pick and Buy' list of endorsed resources to support STEM programs in schools.	All sectors	2018 to 2019	<p>Completed</p> <p>Department of Education</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"> • Completed in 2019. <p>CEWA</p> <ul style="list-style-type: none"> • The STEM SharePoint site was published and accessible to all CEWA schools. The STEM SharePoint provides examples and support for design models, showcases work from schools within CEWA and communicates professional learning and Showcase details. • A range of design models and learning materials are explored on the STEM SharePoint site. <p>AISWA</p> <ul style="list-style-type: none"> • In 2020, the subject webpages were populated with a maintained list of suggested STEM topics, resources, URLs, professional learning opportunities. • AISWA users subscribed to STEM news provided with direct-to-user Professional Learning information for STEM. • New STEM resources were added to the bank of AISWA loan equipment and associated support materials.
<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>Implementation completed in 2020. Activities will be ongoing.</p> <p>Department of Education</p> <ul style="list-style-type: none"> • The Department continued to provide a range of professional learning and resources for teachers of all year levels to deliver meaningful curriculum experiences that develop students' STEM capabilities.

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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"> • 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"> • STEM SharePoint is the source for sharing of resources. • The STEM HUB (Teams page) is the primary means of communication with all CEWA schools. • All CEWA STEM consultants have access to the STEM SharePoint and Teams through which advice is provided, active communication is engaged and sharing occurs. <p>AISWA</p> <ul style="list-style-type: none"> • In 2020, consultants’ advice refocussed on use of digital technologies, and online capability and provision. • The AISWA member website and new social media accounts delivered upgraded pages/posts for STEM teaching ideas, content, professional learning, and professional reading in addition to online/blended learning pedagogies and resources. • Online/web-based delivery was preferred/ by schools in 2020, and the response included: <ul style="list-style-type: none"> ○ STEM Newsletter frequency increased to fortnightly; ○ the introduction of information to schools via social media (Twitter and Facebook); ○ ‘Chance to Chat’, online and phone, offered members all-day access to consultants in 20 min timeslots, two days/week; and

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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"> ○ six <i>AISWA Online</i> STEM modules were published for science, coding and computational thinking. • In addition, AISWA's <i>STEM in Practice</i> (KodeKLIX) training was delivered face-to-face and connection with <i>KodeKLIX</i> industry partner was maintained.

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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>Ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • The Department of Education contributes to the development of the national resources to support the NCCD. • The Department provided school staff with professional learning on the NCCD in 2020. • The Department promoted the national NCCD Guidelines 2020 and published Western Australian specific guidelines to assist schools with data reporting. <p>CEWA</p> <ul style="list-style-type: none"> • The 2019 and 2020 NCCD data for CEWA systemically funded schools was analysed to highlight trends and variations in data of individual schools and across the system. Comparisons were made between like schools, CEWA Dioceses and regions. • The results of the analysis were used to highlight differences and inform subsequent follow up with schools. The graphs were also used as a reference by the CEWA Consultants in their discussions with individual schools. • Professional learning on the NCCD process and data collection were provided at both system and school level.

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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"> • NCCD information and moderation sessions were held online. Moderation and audit sessions were also provided at individual schools. • In 2020, schools participated in online workshops focussing on: <ul style="list-style-type: none"> ○ using the NCCD portal to assist them to make appropriate adjustments; and ○ facilitating reporting and evaluation of their learning and support systems. • Individual assistance was offered to schools in the post enumeration process.
<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 achieving quality teaching for all students.</p>	<p>All sectors</p>	<p>2019 to 2023</p>	<p>Ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • Supporting materials specific to the Western Australia context continued to be promoted to support school leaders with whole-school approaches and processes to the NCCD. • Moderation sessions for all school settings have been delivered to increase consistency of understanding and reliability of teacher’s professional judgments. <p>CEWA</p> <ul style="list-style-type: none"> • Face-to-face workshops, online and one to one school level support was undertaken to ensure NCCD data collected was consistent with the 2020 NCCD Guidelines. • The Professional Learning and moderation processes assisted schools to:

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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"> ○ increase reliability and consistency of teachers’ professional judgements; ○ facilitate conversations that draw upon teachers’ knowledge of their students and practice regarding personalised learning and support; and ○ support schools in aligning the decisions regarding which students to include with requirements under the Disability Standards for Education 2005 and the definitions and descriptors of the levels of adjustment and categories of disability in the NCCD model. <ul style="list-style-type: none"> ● Moderation sessions were held at system level and continue to occur at the school level. <p>AISWA</p> <ul style="list-style-type: none"> ● In 2020, AISWA offered face-to-face workshops, webinars, online and one-to-one support to schools to ensure NCCD collected was consistent with 2020 COVID adjusted NCCD Guidelines. ● 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 differentiation and writing documented plans, support in the use of the NCCD portal, and auditing of their data and support programs.
Regular collection of data to assist with the evaluation and adjustments to learning and support systems.	All sectors	2019 to 2023	<p>Ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> ● Guidance materials and professional learning continued to be provided to support schools with data collection and reporting processes.

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>CEWA</p> <ul style="list-style-type: none"> • Teachers and school leadership teams were directed to the information and supporting resources through the national portal to assist with the collection process. • Professional learning and consultancy supported schools at the point of need. • CEWA Individual Education Plan was revised to include monitoring and evaluation of adjustments. <p>AISWA</p> <ul style="list-style-type: none"> • In 2020, there was online and face-to-face professional learning, consultancy and networks. Regular newsletters supported schools by providing information at the point of need. • Individual schools had access to information and supporting resources through the national portal to assist with the collection process. • AISWA supported leaders and teachers in adjusting programs and accessing resources through the national portal. In addition, consultants support schools with collaboration and auditing to review learning adjustments.
<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>Ongoing</p> <p>Department of Education</p> <ul style="list-style-type: none"> • Western Australia continued to participate and contribute to the discussions and planning linked to the introduction of the USI noting that Western Australia already has a fully implemented program which has resulted in all students Pre-Primary to Year 12 with a USI (Western Australian Student Number - WASN) and 60%

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Actions	Sector(s)	Timing	Progress towards implementation of actions (including progress of non-government sector actions)
			<p>of kindergarten students (where it is not compulsory) with a WASN.</p> <ul style="list-style-type: none"> • The Department of Education is represented on the NCCD national Project Management Group and contributes to the national discussion and work efforts. • 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. <p>CEWA</p> <ul style="list-style-type: none"> • CEWA is represented on cross-sectoral working groups, such as the USI Working Group (which represents Western Australia at the National level with regards to the Unique Student Identifier Project) and the Online Assessment Working Group which has input into national initiatives relating to data quality, consistency and collections. • CEWA also receives information and has input into national efforts through NCEC. <p>AISWA</p> <ul style="list-style-type: none"> • All systems/sectors contribute to the national discussion and work efforts. • Western Australia is represented on various national committees and working groups, as well as state-wide cross-sectoral groups.