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Mr David Blunt
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Dear Clerk

I am pleased to provide the NSW Government Response to the recent Report of the Portfolio Committee No. 3 – Education Inquiry into measurement and outcome-based funding in NSW schools.

I thank the Committee for their comprehensive consideration of this important issue. The NSW Government acknowledges the Inquiry's call for major reforms to lift student performance and the Committee's report will serve as a valuable source of information and analysis to inform the education reform agenda currently underway.

Yours sincerely

Sarah Mitchell

Sarah Mitchell MLC
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NSW Government Response

Portfolio Committee no.3 – Education:

Measurement and outcome-based funding in New South Wales schools

Informed by the Data: Evidence-based education in NSW

August 2020

The NSW Government welcomes the report of the Inquiry into Measurement and outcome-based funding in New South Wales schools. Education transforms lives and provides the foundation for strong communities and a competitive economy. The Inquiry's report comes at a critical time and the NSW Government acknowledges the Inquiry's call for major reforms to lift student performance.

The Inquiry report provides an important source of information and analysis to inform the education reform agenda underway in NSW and Australia. Many of the report's recommendations align with current directions and will shape enhancements to improve student outcomes for all students across four key areas: what we teach, how we teach, support for schools and school leaders and appropriate accountability mechanisms.

[Focused curriculum and sharing evidence-based teaching practice](#)

Curriculum is the bedrock of successful teaching and learning, and a focused curriculum is necessary for teachers to be able to spend adequate time in the classroom on fundamental subject knowledge.

The purpose of education is to produce well-rounded, engaged citizens who are able to contribute to society. Academic and vocational achievement must be a central priority for all schools, however it should be recognised that student wellbeing and engagement are also important for achieving academic growth.

The NSW Government supports evidence-based classroom and teaching practice, including early reading instruction, and is developing resources to improve the delivery of core curriculum content. The effectiveness of these practices is verified by the Centre for Education Statistics and Evaluation (CESE) analysis and embedded in all support provided to schools and Department-led professional development.

Research demonstrates that the knowledge and skills that students need are developed through study of subject disciplines. Mastery of English, maths and science is vital in establishing the foundation for further learning. The NSW Government recently announced its response to the comprehensive review of the NSW curriculum, led by Professor Geoff Masters, which has identified priorities to cut syllabus content, provide greater focus on literacy and numeracy, and modernise TAFE and vocational training pathways.

Maths instruction is also being prioritised to ensure students are equipped with the skills they need to succeed after school. As part of the Premier's maths strategy, a new maths-based HSC course is being introduced for students otherwise unlikely to study maths, in combination with a number of programs to increase maths and STEM teaching capacity in schools.

NSW is leveraging significant national policy initiatives under the National School Reform Agreement, relating to evidence-based practice, assessment, and data collection, including the establishment of a National Evidence Institute and the development of Learning Progressions and the Online Formative Assessment tool.

Vocational education and training in schools is a key area of focus for the NSW Government. In addition to participation in the national review of senior secondary pathways, NSW is piloting ten vocational pathways programs, developed with industry partners, and work is underway to improve the quality of data on graduate transition to the workforce.

Developing the highest quality teachers

Teacher quality is essential to improving student outcomes. The NSW Government acknowledges the need for stronger guidance, support and oversight of teaching practice and welcomes the report's endorsement of the value of Highly Accomplished and Lead Teachers and the importance of raising entry standards for Initial Teacher Education programs.

The report's recommendations align with a number of the Government's initiatives already in place to lift the capacity and capability of the teaching workforce:

- The establishment of a 'Best in Class' Teaching Unit, which will support improved performance by developing evidence-based teaching resources and scaling best practice through professional learning for teachers.
- Teaching oversight mechanisms including NSW Education Standards Authority (NESA) school and teacher accreditation processes, instructional leadership by school principals, and the strategic review of schools by Directors of Educational Leadership (DELs).
- Increasing entry standards for Initial Teacher Education programs, working with the tertiary sector to improve the quality of graduates entering the profession and raising minimum standards for employment in NSW public schools.
- The review of the quality of externally run professional development courses for teachers in NSW. From 2021 each individual course will need to demonstrate a genuine focus on improving teaching in the classroom through best practice to receive NESA accreditation.
- Working with NESA across sectors to streamline the accreditation process for Highly Accomplished and Lead Teachers, along with support programs to utilise our expert teachers and increase the numbers reaching these higher accreditation levels.
- The use of specialist Instructional Leader roles to support Literacy and Numeracy teaching in Early Action for Success Schools.

The NSW Government is committed to ensuring all NSW public schools have access to quality teachers and has a range of successful workforce specific initiatives and strategies, including scholarships, cadetships and internships for pre service teachers, to support the teacher supply pipeline in locations and subject areas of workforce demand including 320 teaching scholarships for STEM undergraduates and professionals.

We are currently working to develop a fast track midcareer entry program for those outside the teaching profession, focusing on teacher shortage areas of technology, maths and science, and positions in rural and regional schools. The Department is currently developing a long-term teaching workforce strategy which will leverage the National Teacher Workforce Strategy that is being prepared to address issues of supply and demand, priority needs, and attraction and retention across Australia.

The Staffing Methodology Review is currently exploring a range of options to provide greater recruitment flexibility to schools, while continuing to optimise teacher supply and curriculum availability across the system to meet school needs.

International evidence indicates that the success of school inspectorate models is dependent on the quality of support and resources provided to schools to address identified issues. Not all systems with inspectorates demonstrate high performance. NESA inspection functions will be improved, focusing on teaching and learning. Departmental oversight will be increased through enhanced school planning and public reporting, external validation through the School Excellence Framework,

stronger performance and development processes for principals and teachers, and significantly enhanced system level public reporting.

Supporting schools and school leaders to drive performance improvement

The NSW Government acknowledges the vital role that principals play in leading NSW public schools in partnership with local communities.

Principal leadership programs and recruitment processes are being enhanced based on global best-practice evidence and the desirable characteristics of strong school leaders. The Department will assess the possibility of creating an accelerated leadership pathway for mid-career teaching entrants as part of the teaching workforce strategy, acknowledging that successful principals require both specialist management skills and high-level instructional leadership.

The NSW Government has announced a review of Local Schools Local Decisions to ensure the right balance between autonomy, accountability, and support for schools.

Improvements to Local Schools Local Decisions will lift performance in NSW through supporting and scaling evidence-based best practice teaching and learning. Options to extend the Best in Class teaching initiative to a whole-of-school best practice approach in public schools will be developed as part of the review of Local Schools Local Decisions.

The NSW Government acknowledges the important role funding plays in improving student outcomes. Targeting funding to address need is directly linked to bringing about equitable outcomes and lifting performance. The NSW Resource Allocation Model (RAM) is informed by Gonski needs-based principles and targets funding based on student need, as determined by student and school characteristics most associated with educational disadvantage.

There are more than 125,000 students with disability in all public schools and the Low Level Adjustment for Disability loading provides support for students with additional learning needs in mainstream public schools. This funding is essential to providing extra learning support for students. The basis of the calculation of the Low Level Adjustment for Disability loading will be reviewed so that it is better targeted to students with identified needs. This will be conducted as part of the existing annual review process of RAM and school allocations.

Tailored, evidence-based wrap-around support is delivered to schools requiring assistance in key learning areas, with support provided to 480 schools in 2019. Support is based on co-designed support plans and set out in service agreements.

Strengthening system accountability by improving school performance reporting

The NSW Government is absolutely committed to improving student outcomes for all students in NSW and has set clear, ambitious targets for improved student outcomes both for individual schools and in the Department's Business Plan. The Premier's Priority has set a bold ambition to lift the performance of public school students in the top two bands of NAPLAN for reading and numeracy by 15%, and school target setting has been expanded to include attendance, equity and a number of other targets.

The NSW Government is committed to improving educational outcomes for Aboriginal students. It is a Premier's priority to increase the number of Aboriginal young people reaching their learning potential, with a target to increase the proportion of Aboriginal students attaining year 12 by 50 per cent by 2023, while maintaining their cultural identity.

NSW supports increased transparency of school level performance targets and is putting measures into place to improve the accountability of schools to their local communities, including the requirement that schools publish individual school targets and specify actions being taken to achieve them. System-level performance targets are included in the Department's Business Plan and will be publicly available through the Department's website. Education outcomes targets will be published in the budget papers.

Since the introduction of NAPLAN, the benefits and risks of the publication of school results have been the subject of extensive consideration and review at the state and national level, and consensus has been reached that publication of results should balance the need for school accountability with consideration for the privacy of individual students. It is vital that school performance data is presented in a way that provides parents with relevant contextual information and prevents the harmful effects of comparative ranking, particularly for vulnerable students.

Education is the first Department to implement Outcome-Based budgeting in NSW. This provides an ongoing opportunity to refine and improve outcome measures over time. The report's recommendations regarding enhanced measurements are appreciated and will inform the ongoing development of measures.

NESA administers the measurement and reporting of school outcomes in NAPLAN and the HSC across all school sectors, and is an independent authority with a governing board that reports to the Minister.

The Department collaborates with the non-government school sectors to share good practice and data in order to improve educational outcomes. This includes through the Memoranda of Understanding with the non-government sectors to strengthen accountability and across a range of national initiatives in the National School Reform Agreement and Bilateral Agreement.

The report's findings and recommendations, as well as the evidence from submissions and those who appeared before the Committee will help inform the NSW education reform agenda. The Response Table attached responds to each of the 66 recommendations in the report.

Recommendation	Response
<p>1. That the Government comply with its own Outcome Budgeting Policy and a true citizens’ perspective of the education system by ensuring the 2021/22 Budget features the publication of school-by-school performance targets and appropriate accountability measures for how well these targets have been met (for schools of sufficient size where outcomes can be reliably measured). That the Government also publish the Department of Education’s business plan developed in collaboration with Treasury.</p>	<p>Supported, subject to operational details</p> <p>The implementation of outcome-based budgeting presents an opportunity to refine and improve outcomes measures for education in NSW.</p> <p>System-level performance targets are included in the Department’s Business Plan, and performance against system targets will be published. Education outcomes targets will be published in the budget papers. Individual school targets will be shared with local communities as part of enhanced school planning processes implemented in 2020.</p>
<p>2. That the Government, during the course of 2020, develop a single publication point where parents and citizens can access information about the new targets and performance data for their local school. Logically, this should be the My School website, which currently publishes National Assessment Program Literacy and Numeracy (NAPLAN) results and background information about schools.</p>	<p>Supported, subject to operational details</p> <p>The publication of comparative school performance data on the My School website is limited by national agreement. However system level performance against targets will be publicly available through the Department’s website.</p>
<p>3. That in the development of the new school performance targets, the Government include data from international assessments such as PISA, with comparisons against other States and Territories, as well as other nations. New South Wales should settle for nothing less than international best practice.</p>	<p>Supported</p> <p>Measures based on data from Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) sample tests are included in the Department’s Business Plan.</p>
<p>4. That the Government include Year 12 indicators (retention rates and Higher School Certificate performance) in its targets for high schools. That these be</p>	<p>Supported, subject to operational details</p>

Recommendation	Response
<p>based on averaged school results (the best indicator of HSC achievement) ahead of various band level targets. That NAPLAN measures/targets also give priority to averaged results, ahead of band level data.</p>	<p>Year 12 indicators are included in the Department's Business Plan and are being considered for high school targets from 2020 as part of enhanced school planning processes. Revised school targets based on NAPLAN bands and expected growth are currently being developed.</p>
<p>5. That the Government's high school targets include post-secondary outcomes in work, further education, training and welfare; and the Minister for Education commission the Centre for Education Statistics Evaluation (CESE) to develop a post-Year 12 tracking tool as soon as possible.</p>	<p>Supported, subject to operational details</p> <p>Post-secondary targets are set out in the Department's Business Plan and include increasing the proportion of school leavers participating in higher education, training or work.</p> <p>The annual Post-School Destinations survey tracks student outcomes following completion of Year 12. Survey data will be provided to principal networks and Diocesan groups from 2020 to inform the development of vocational pathways. NSW is also supporting the development of a national Unique Student Identifier which will potentially link with VET data to better track transition to further study.</p>
<p>6. That the Government work with the NSW Business Chamber and other industry groups, and vocational education and training experts, including the TAFE sector, to develop detailed performance measures for vocational education and training in schools, including a survey measure of business satisfaction with the NSW education system. That the Government then use this data as the basis of a concerted effort to improve service provision and outcomes in the State's school and vocational education systems.</p>	<p>Supported, subject to operational details</p> <p>Vocational education and training in schools is a key area of focus for the NSW Government. Industry satisfaction with the vocational education and training delivered in NSW schools is a performance target in the Department's Business Plan, measured using the National Centre for Vocational Education Research (NCVER) biennial Survey of Employer Use and Views of the VET System.</p>
<p>7. That the Government ensure the school targets err on the side of ambition. Across the system, the goal must be to aggressively lift NSW's education performance and rankings. That an exception be made for schools and</p>	<p>Supported</p> <p>The Premier's Priority sets a bold ambition to lift the performance of public school students in the top 2 bands of NAPLAN for reading and numeracy by 15%. The methodology used to</p>

Recommendation	Response
<p>communities handicapped by unforeseen events, such as drought and bushfires. (One would expect, for instance, school attendance rates in these districts to be lower until such time as the natural disasters pass.)</p>	<p>determine school targets sets ambitious goals that require all schools to lift performance, and for those performing below schools with similar characteristics to lift further. Similarly, ambitious goals are being set for other target measures.</p> <p>Increasing the number of Aboriginal young people reaching their learning potential is recognised as a Premier’s priority, with a target to increase the proportion of Aboriginal students attaining year 12 by 50 per cent by 2023, while maintaining their cultural identity.</p>
<p>8. That the Government amend subsection 18A (3) of the Education Act 1990 to allow the publication of comparative school results using CESE/Scout value-added data.</p>	<p>Not supported</p> <p>NSW supports increased transparency regarding student performance and is putting measures into place to improve the accountability of schools to their local communities, including the requirement that schools publish individual school targets and specify actions being taken to achieve them.</p> <p>Since the introduction of NAPLAN, the benefits and risks of the publication of school-level results has been the subject of extensive consideration at the state and national level. National agreement limits the publication of NAPLAN results in order to balance the need for school transparency with consideration for the privacy of individual students. By focusing reporting on student gain, these restrictions reduce perverse incentives around student assessment and limit data misuse such as the creation of third-party league tables.</p>
<p>9. That the Government review the effectiveness of 18A (3) of the Education Act 1990.</p>	<p>Not supported</p> <p>See response to recommendation 8.</p>
<p>10. That the Government develop a 'gold standard' measure of school performance based on value-added/student-growth principles as part of the implementation of outcome-based budgeting. That this measure be the primary focus for ambitious improvement targets and accountability in the</p>	<p>Supported, subject to operational details</p> <p>See response to recommendation 7.</p>

Recommendation	Response
<p>school system (including identification of where schools sit as a percentile of primary/secondary school cohorts).</p>	
<p>11. That the Government require CESE to revise its value-added/student-growth methodology to develop a ‘pure’ measure, as outlined in the report. That the value-added methodology also be broadened into:</p> <ul style="list-style-type: none"> · learning domains beyond NAPLAN literacy and numeracy testing; and · regular school use of standardised Progressive Achievement Test (PAT) testing and publication of comparative data. 	<p>Supported, subject to operational details</p> <p>The NSW Government continually refines and improves schooling outcome measures. Reading and numeracy domains remain the most reliable way of measuring student growth. The expansion of value-add measures to other measures beyond NAPLAN will be explored.</p>
<p>12. That the Government ensure no NSW school is worse off financially (its annual funding reduced) due to the introduction of outcome-based budgeting.</p>	<p>Supported</p> <p>The implementation of outcome-based budgeting has not affected the budget allocations the NSW Department of Education received in the recent NSW State Budget. School funding will continue to be allocated to schools based on student need. Budget allocations to schools will continue to respond to changes in enrolments and student characteristics.</p>
<p>13. That the Government acknowledge that financial incentives have an important role to play in lifting school performance; and that under the Resource Allocation Model (RAM) funding principles, the best way of meeting school needs is through improved outcomes.</p>	<p>Not supported.</p> <p>NSW is committed to the Gonski principles of a needs-based, sector-blind approach to funding targeted using student and school characteristics most associated with educational disadvantage. Addressing need by directing funding in a targeted way is directly linked to bringing about equitable outcomes and lifting performance.</p> <p>Needs-based, sector-blind funding is the core principle of the original Gonski recommendations and is confirmed in the National Schools Reform Agreement and the Bilateral Agreement. Needs-based funding underpins both the NSW Resource Allocation Model (RAM) and Commonwealth funding models.</p>

Recommendation	Response
<p>14. That the Government phase out the Low Level Adjustment for Disability funding stream (ensuring no school is worse off financially) as it does not require the diagnosis or confirmation of a disability. The committee recommends replacing it with an equivalent funding pool that rewards socio-economically disadvantaged schools for improved NAPLAN literacy and numeracy results.</p>	<p>Not supported.</p> <p>There are more than 125,000 students with disability in all public schools and the Low Level Adjustment for Disability loading provides support for students with additional learning needs in mainstream public schools. The Low Level Adjustment for Disability funding stream delivers essential funding to support the inclusion and learning of students with disability in mainstream settings. The Low Level Adjustment for Disability loading calculation is regularly assessed and refined as part of annual RAM review procedures to ensure it is most appropriately targeted to students with identified needs.</p>
<p>15. That the Government immediately review the RAM funding model to ensure no other perverse financial incentives have been embedded in its methodology.</p>	<p>Noted</p> <p>The NSW Government acknowledges the important role needs-based, sector-blind funding plays in improving student outcomes. Each year the NSW RAM and School allocations are reviewed and updated which provides an ongoing mechanism to continue to refine the RAM to improve targeted funding based on need.</p>
<p>16. That in two years’ time (2022), the Government review the effectiveness of the two financial incentive reforms recommended in this report (see Recommendations 14 and 25) to determine whether other, broader funding incentives are needed to lift NSW school results.</p>	<p>Noted.</p> <p>The NSW government supports regular review and evaluation mechanisms. See responses to recommendations 14 and 25.</p>
<p>17. That in the development of student ‘well-being’ performance targets/results, the Government seek to improve the methodology and reliability of the Tell Them From Me survey, addressing the concerns raised in the report.</p>	<p>Supported, subject to operational details</p> <p>Student voice measures are valued and used alongside other data in consideration of school and system performance. The Tell Them From Me survey is designed to provide reliable data on student voice, using age-appropriate language. The survey is being revised in 2020 to improve inclusivity and increase uptake while maintaining statistical validity. Target wellbeing measures retain a particular focus on factors related to learning such as teachers’ high expectations for student success.</p>

Recommendation	Response
<p>18. That the Government make it mandatory for government school principals to consult with their school community about major spending decisions.</p>	<p>Supported</p> <p>The Principal Role Description describes the responsibilities of NSW public school principals, including consulting with parents and collaborating with the wider community on significant decisions.</p>
<p>19. That the Government include in the job description/duties of government school principals a requirement to foster the size and success of their school Parents and Citizens' Association, with performance measures as to how well they do this.</p>	<p>Supported</p> <p>See response to recommendation 18.</p>
<p>20. That the Department of Education require its schools to seek to conduct exit interviews of parents when students leave a school.</p>	<p>Supported</p> <p>See response to recommendation 18. Principals are encouraged to meet with families who choose to leave a school to better understand that decision with an improvement lens. The Department welcomes families to tell us about their experience either directly to schools, online via Feedback Assist, or in writing.</p>
<p>21. That the Minister for Education commission the Centre for Education Statistics and Evaluation (CESE) to develop a specific set of verifiable, ambitious targets for remote and isolated schooling.</p>	<p>Supported</p> <p>Targets are in place for remote and regional schools.</p>
<p>22. That the Minister for Education give greater priority to developing performance measures, targets and accountability in disability education and commission CESE to identify best practice, working with experts.</p>	<p>Supported</p> <p>The commitment to strengthen disability education performance measures was part of the Disability Strategy launched in 2018, and CESE is continuing this work by drawing upon international evidence on appropriate and inclusive methods for measuring student progress. A series of national projects are also underway with the states and territories to improve the Nationally Consistent Collection of Data on School Students with Disability (NCCD).</p>

Recommendation	Response
<p>23. That the Government amend its Local Schools Local Decisions policy to include the principles of earned school autonomy. If school outcomes are exemplary, the school would be given more managerial freedom. If outcomes are substandard, the school would be placed on a performance plan and subject to departmental intervention to correct the problem and lift its results.</p>	<p>Supported, subject to operational details</p> <p>The NSW Government will review Local Schools Local Decisions to ensure the right balance between accountability, intervention and support for schools. The review will also consider findings from the Performance audit of needs-based funding in NSW public schools and the findings of the CESE Final Local School Local Decisions Evaluation.</p>
<p>24. That the Department of Education review the criteria for the appointment of principals to better reflect the qualities (personal and professional) of those leading Best Practice Schools.</p>	<p>Supported</p> <p>See responses to recommendations 18, 19 and 20. Revisions to principal recruitment processes are currently underway.</p>
<p>25. That the Government place school principals on performance-based contracts with significantly increased salaries. Performance measures should be based on the effective use of evidence and data, and achievement of high-level school results (measured primarily by value adding). Successful principals would receive performance bonuses; failing principals the termination of their contracts. The new system should also be used to meet Minister Mitchell’s goal of giving “incentives to our best principals to take up jobs in our most challenging schools”.</p>	<p>Noted</p> <p>This would represent a significant departure from historical and statutory employment practices and would require extensive consultation with stakeholders and further consideration by NSW Government.</p> <p>The NSW Government is working to improve principal performance. The School Leadership Institute has developed a draft Principal Leadership Framework to support the professional growth of principals. The Principal Leadership Framework sets out the leadership actions and behaviours that research indicates have a positive impact on teacher and student learning.</p>
<p>26. That the Government place Directors of Educational Leadership (DELs) on performance-based contracts, using the combined achievements of their local cluster of 20 schools (measured primarily by value adding) as the main</p>	<p>Supported</p>

Recommendation	Response
<p>assessment criteria for whether or not to extend their contracts.</p>	<p>Directors of Educational Leadership (DELs) are employed on performance-based contracts as part of the Public Service Senior Executive (PSSE) structure, with Performance Development Plans that reflect key performance indicators.</p>
<p>27. That the Department of Education give principals full control over teacher recruitment decisions, with an expectation that they handle staffing problems within the school directly without automatic referral to the Employee Performance and Conduct (EPAC) Directorate.</p>	<p>Noted</p> <p>Current arrangements deliver teacher supply and curriculum availability across NSW. Without these arrangements, there would be increased teacher shortages in rural, regional and hard to staff schools. The Staffing Methodology Review is currently exploring a range of options to provide greater recruitment flexibility to schools.</p> <p>The NSW Government recognises the responsibility of principals for managing the performance of teachers and schools, and the Department is working to build principal capacity in this area. Complaints and minor conduct matters are the responsibility of the principal.</p> <p>See responses to recommendations 23 and 25.</p>
<p>28. That the Government create a new category of NSW school, the Best Practice School, to recognise and honour exemplary achievement in the education system (as per the best practice characteristics set out in the report), with these schools drawn from all three school sectors: government, Catholic and Independent. The creation of the new category would not only acknowledge the work of the best schools, but also place pressure on other schools to reach this status.</p>	<p>Supported, subject to operational details</p> <p>The NSW Government has introduced Best in Class to support improved teaching practice. Improvement to Local Schools Local Decisions will lift performance in NSW through supporting and scaling evidence –based best practice teaching and learning. Options to extend Best in Class to a whole-of-school best practice approach in public schools will be developed as part of the review of Local Schools Local Decisions.</p> <p>NSW will leverage the National Evidence Institute, the independent education research agency soon to be established as part of the National School Reform Agreement. The Institute will establish and mobilise a cross-sectoral evidence base of best teaching methods across all schooling sectors.</p> <p>The NSW Government is committed to needs-based, sector-blind funding in line with the National Schools Reform Agreement and the Bilateral Agreement. See response to recommendation 66.</p>

Recommendation	Response
<p>29. That the Government assist Best Practice Schools (government and non-government) with the networking of their methods, so that other, less successful schools can also benefit, with extra resources being provided from Gonski growth money as a new funding support program (given that the Gonski money can be used for any purpose past the school gate). We simply don't have enough of these outstanding school leaders in NSW; so wide networking of the success of Best Practice Schools is a logical way of spreading their influence.</p>	<p>Supported, subject to operational details</p> <p>The NSW Government has announced the establishment of a Best in Class Teaching Unit made up of a team of the state's best teachers to work across NSW, supporting other schools to lift performance using proven and successful teaching methods.</p> <p>Best in Class teachers will share their classrooms skills directly with their peers, while also developing packages of teaching resources that build on existing 'best practice' research. This program is designed to strengthen links between schools across NSW and complement programs already in place, such as Principal Networks, Curriculum Networks and Highly Accomplished and Lead Teacher Networks.</p> <p>The Department collaborates with the non-government school sectors to improve educational outcomes and share good practice. See response to recommendations 13 and 66.</p>
<p>30. That the Government ensure the principle of direct/explicit instruction is the main teaching method in NSW Government schools.</p>	<p>Supported, subject to operational details</p> <p>The CESE What Works Best document makes clear that explicit teaching is a core effective practice. This is supported through all Department led professional development for teachers and support for schools.</p>
<p>31. That the Government require schools to publish the details of their teaching methods and classroom programs on their website, annual report and My School entry (with an explanation of their effect-size impacts) and specifically, the use they are making of direct/explicit instruction.</p>	<p>Supported, subject to operational details</p> <p>The enhanced school planning process includes reporting of the improvement measures being taken by schools, with details of programs to be included in individual school plans and aligned to the school-level targets that are being set with every school.</p> <p>This planning process requires schools to self-assess their practice against the evidence-based Schools Excellence Framework, and have these reports externally validated. The Framework covers explicit teaching, student feedback and classroom management. The</p>

Recommendation	Response
	<p>school-level information that can be published on the My School website is limited by national agreement. See response to recommendation 2.</p>
<p>32. That the Government acknowledge the positive attitude of Best Practice Schools in their use of NAPLAN as a verification tool for their in-house data. That in its current review of NAPLAN, the Government avoid any substantial discontinuity in outcome measurement for Best Practice (and other) schools, given that outcome-based budgeting relies on rigorous, consistent measurement systems over time.</p>	<p>Supported, subject to operational details</p> <p>The Department is focused on ensuring that every student improves every year. Accurate and meaningful measurement of student performance and outcomes is important to ensure that we are meeting this goal.</p> <p>Due to the impact of COVID19 and the introduction of adaptive testing as part of the transition to NAPLAN Online, the continuity of the NAPLAN data set will be broken by necessity in 2020 and 2021. The Department will await the outcome of the NAPLAN Review before considering the additional impact of any recommendations on the ability to compare performance over time.</p>
<p>33. That the Government, as a matter of policy, narrow down the purpose of schooling to give greater priority to student achievement (academic and vocational), issuing a ministerial statement to this effect. As the Minister has said, encouraging positions on political and social issues is the work of parents, not schools. All schools must follow this approach.</p>	<p>Noted</p> <p>The purpose of education is to produce well-rounded, engaged citizens who are able to contribute economically and to society. Academic and vocational achievement must be a central priority for schools, but cannot be pursued to the exclusion of all other student outcomes.</p> <p>Student wellbeing and engagement are vital to support learning. CESE research confirms that higher levels of student wellbeing are associated with better academic outcomes, and better mental health.</p> <p>Schools should not be encouraging positions on political and social issues.</p>
<p>34. That the Government commission CESE to undertake further work studying the success of Best Practice Schools, refining the model identified in this report and making</p>	<p>Supported, subject to operational details</p>

Recommendation	Response
<p>further recommendations for scaling up high-level education success.</p>	<p>CESE has published a number of case studies of these schools and continues to look for opportunities to identify other high performing and high growth schools. This supports opportunities for teachers and leaders to identify and share what works best.</p>
<p>35. That the Government establish an independent authority for the measurement of NSW school outcomes and the public reporting of them, examining the alternative models presented in the report.</p>	<p>Noted</p> <p>NESA administers the measurement and reporting of school outcomes in NAPLAN and the HSC across all school sectors. NESA is an independent authority with a governing board that reports to the Minister.</p>
<p>36. That the Government urgently implement the recommendations of the 2019 NSW Auditor General’s report on teacher accreditation and quality.</p>	<p>Supported</p> <p>Improving the quality of teaching in public schools is a high priority and the NSW Government accepts the findings and is implementing the recommendations of the Auditor General's report.</p>
<p>37. That the Government establish a School Inspectorate as an independent unit undertaking regular inspections of classroom practices, teacher quality and school management. The inspectors would be responsible for auditing teacher accreditation, recommending action against substandard teachers, handling public complaints against schools and additional functions (as outlined later in the report - see Recommendations 39, 40, 44, 55 and 60).</p>	<p>Noted</p> <p>Oversight and accountability mechanisms will be strengthened and integrated. NESA inspection functions will be improved, focusing on teaching and learning. Departmental oversight will be increased through enhanced school planning and public reporting, external validation through the School Excellence Framework, stronger performance and development processes for principals and teachers, and significantly enhanced system level public reporting.</p> <p>International evidence indicates that the success of classroom oversight-style inspectorate models is dependent on adequate resourcing and the quality of support provided to schools to address the issues identified by inspectors. Not all nations with inspectorates demonstrate high performance. Both the UK and New Zealand systems, which feature classroom oversight-style inspectorates, have statistically similar PISA performance to Australia. Inspectorate functions relating to teacher accreditation and school registration in NSW are performed independently by NESA. NESA monitors school compliance with legislated requirements across all school systems, including policies and procedures around</p>

Recommendation	Response
	<p>fair and consistent teacher accreditation judgements, and the implementation of teaching programs.</p> <p>Evidence suggests that the strongest impact on teaching quality comes from comprehensive and well-designed systems for teacher evaluation, which include more frequent and specific teacher evaluations alongside better and more targeted performance development. In NSW, the professional oversight of Directors, Educational Leadership and Principals, School Leadership provides this external validation of self-assessment against the Schools Excellence Framework, in addition to the ongoing guidance and feedback provided to teachers by principals, and to principals by Principals, School Leadership.</p>
<p>38. That the Government task the proposed School Inspectorate (in cooperation with DELs) with proactively identifying different levels of teacher accreditation, overcoming the problem of very low numbers of Highly Accomplished and Lead Teachers. Currently, teachers need to apply for these higher rankings and pay an application fee. Under the new system, inspectors would identify them in the first instance and, as long as they agree, confer the new accreditation (at no cost to teachers).</p>	<p>Noted</p> <p>The Department welcomes the report’s endorsement of the value of Highly Accomplished and Lead Teachers and agrees that work is needed to increase the numbers of teachers reaching these accreditation levels. NESA, in collaboration with all education sectors in NSW, is working to implement a streamlined accreditation process in line with the Auditor General's recommendation. The Department will seek to further develop approaches to identify and support teachers capable of achieving higher-level accreditation, informed by the recent Mastery of Teaching program.</p> <p>Teacher accreditation fees will be retained in line with standard practice for professional accreditation and membership charges in other industries.</p>
<p>39. That the Government ensure the new school inspectors have access to all classrooms and the capacity to set improvement goals for teachers (in collaboration with principals, DELs and the teachers themselves), playing a vital monitoring, assessment and feedback role in improving teacher quality.</p>	<p>Noted</p> <p>See response to recommendation 37.</p>
<p>40. That the Government ensure that school inspectors (if established) are truly independent with a singular focus on</p>	<p>Noted</p>

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<p>improving classroom performance and accountability. They should also be a point of data collection on teacher quality across the government system.</p>	<p>See response to recommendation 37.</p>
<p>41. That the Government use the introduction of outcome-based budgeting to produce a single, coherent definition of teacher quality (based on the value added to student results) as the key measure of teacher and school success.</p>	<p>Supported, subject to operational details</p> <p>There is a clear definition of teaching quality set out in the Australian Professional Standards for Teachers, adopted in NSW and agreed nationally.</p> <p>The Department will explore further options to evaluate the quality of teaching in our classrooms and supports the consistent appraisal of evidence such as moderated observations, student outcome data, and community feedback to assess teacher quality.</p>
<p>42. That the Government develop a formal Tailored Support policy, specifying:</p> <ul style="list-style-type: none"> · the measured level of under-performance that automatically triggers intervention in a failing public school (a mandatory process that schools must agree to); · the range of changes likely to be made to school practice to improve school outcomes; · the type of binding performance plans and hard-data measures and targets entered into with the school’s leadership, guiding the Tailored Support process; · under outcome-based budgeting, the additional resources provided to each school receiving Tailored Support (as a change to school funding – that is, an additional RAM category); and · the level of public accountability at the end of the process, with a comprehensive report to the school 	<p>Supported, subject to operational details</p> <p>The Department recognises the value of continuous improvement processes for all schools in driving system performance and is strengthening these processes.</p> <p>From 2020, the enhanced school planning process requires all schools to assess their performance against clear student growth and attainment targets and undertake appropriate external validation. For schools requiring particular support, the Department delivers tailored, evidence-based assistance for schools in key areas. At schools identified for targeted improvement, a service agreement including clear accountability targets is established in consultation with the principal and their leadership team.</p> <p>The NSW Resource Allocation Model (RAM) targets funding according to need as determined by consideration of student and school characteristics most associated with educational disadvantage. RAM funding will continue to increase in line with the Government’s commitments under the National School Reform Agreement. Whilst the Government does not see the need in creating additional RAM categories, the 2020 review of Local Schools, Local Decisions will consider how to provide better support for schools requiring stronger guidance on how to best meet student needs.</p> <p>See responses to recommendations 23 and 25.</p>

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<p>community on what has occurred, its successes and failures. The objective is to give schools a chance to improve, rather than stigmatising them at the outset with an announcement of Tailored Support intervention.</p>	
<p>43. That the Government commission CESE to research and introduce a mandatory best practice framework for teaching methods, learning materials, classroom content and practice, physical classroom design, external consultants and school management, within which NSW government schools are obliged to operate (henceforth known in the report as 'the CESE menu').</p>	<p>Supported, subject to operational details</p> <p>Effective teaching underpins student growth, engagement and achievement, and the NSW Government is focused on ensuring that principals and teachers understand and implement the most effective evidence-based teaching practices. Schools are required to self-assess against the School Excellence Framework, which specifies best practice for learning, teaching and leading.</p> <p>Extensive evidence-based guidance is provided centrally to support principals and teachers in implementing teaching practices with the strongest evidence base. CESE is developing further resources and case studies on the teaching strategies set out in the What Works Best paper and practice reflection guide, covering key topics such as explicit teaching, classroom management and feedback to students.</p> <p>Recognising the need to use our best teachers to scale up evidence-based practice, the Best in Class Teaching Unit will work to share effective teaching practices across the system. See response to recommendation 29.</p>
<p>44. That the Department of Education use school inspectors to guarantee compliance with the CESE menu of educational best practice.</p>	<p>Noted</p> <p>Directors of Educational Leadership provide oversight regarding the use of evidence-based teaching practice in schools. See response to recommendation 37.</p>
<p>45. That the Government ensure, once the "CESE menu" is established, classroom teachers have the appropriate support to implement this "menu" into their teaching</p>	<p>Supported</p> <p>Teachers are provided with a range of support and guidance to implement effective evidence-based teaching practices, and the Department has recently updated and released</p>

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<p>plans, in a similar model to the support provided by the peak organisation for independent schools.</p>	<p>new resources on the teaching strategies set out in the What Works Best guide. These evidence based practices are fully reflected in professional learning delivered to schools and the tailored support that is provided by the Department to schools in line with their improvement needs.</p> <p>Working with other jurisdictions, NSW is supporting the establishment of a National Evidence Institute which will be responsible for developing, curating and translating evidence of best practice and supporting its use in the classroom. Other national initiatives, including the Online Formative Assessment Tool and Learning Progressions, will assist teachers in better targeting their teaching practices.</p> <p>See responses to recommendations 29, 30, 34 and 43.</p>
<p>46. That the Minister for Education use the proposed independent measurement authority to overcome the lack of central data collection about NSW schools, building a detailed information base to help guide better practices.</p>	<p>Noted</p> <p>Work is underway to identify and address gaps in the data held on NSW school performance. The NSW Government will consider options to further develop the new Best in Class Teaching Unit to include building an information and evidence base to help guide better practice.</p> <p>The establishment of two national policy initiatives, the Unique Student Identifier and the National Education Evidence Institute will also assist in the gathering evidence on effective teaching and learning practices.</p> <p>In NSW, NESA is currently the independent authority responsible for administering the measurement of school outcomes and this proposal would involve significant change to the current functions and roles of the body.</p>
<p>47. That the Government urgently review the effectiveness of its open-plan classroom initiative.</p>	<p>Supported</p> <p>During 2020/21, the Department will evaluate how new and upgraded facilities support improved educational outcomes to ensure that facilities are built based on evidence of optimal educational outcomes.</p>

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<p>48. That the Government only allow immediate-past school leavers who have a 70 minimum Australian Tertiary Admission Rank (ATAR) and 70 university Grade Point Average (GPA) to teach in a government school. This 70/70 rule would be in addition to the current HSC benchmark for new teachers (needing three Band 5s, including one in English).</p>	<p>Supported, subject to operational details</p> <p>The NSW Government supports high standards for Initial Teacher Education. The NSW Government’s ITE standards are in line with this recommendation and include additional assessments.</p> <p>The NSW Government is strengthening recruitment by raising the bar for entry for new teachers and for the selection of scholarship and sponsorship candidates, while encouraging workforce diversity. An evidence-based Teacher Success Profile has been developed, which articulates the academic and non-academic attributes of a successful teacher. An enhanced multi-hurdle teacher assessment process is being introduced, requiring a Credit grade point average (GPA), psychometric testing and suitable practicum reports as a guideline for eligibility.</p> <p>In addition, the Literacy and Numeracy Test for Initial Teacher Education Students has been introduced to assess initial teacher education students’ personal literacy and numeracy skills, to ensure teachers are well equipped to meet the demands of teaching prior to graduation. From 2021, students entering accredited undergraduate primary teaching degrees will be required to have a Band 4 HSC result in Mathematics at minimum.</p>
<p>49. That the Government develop a policy to allow people from a wide range of backgrounds (not just university Education graduates) to teach, provided that:</p> <ul style="list-style-type: none"> · as a quality control measure, entry to the profession should still be by competitive means; and · non-graduate teachers also comply with Australian Institute for Teaching and School Leadership (AITSL) standards to be registered for employment in schools. 	<p>Supported, subject to operational details</p> <p>The NSW Government is committed to improving the quality of teaching and learning in NSW schools and ensuring a sufficient supply of well-trained, skilled and knowledgeable teachers across our system.</p> <p>The NSW Government supports workforce diversity and by the end of 2020 will develop a fast track midcareer entry program for those outside the teaching profession targeting teacher shortage areas of technology, maths and science, and positions in rural and regional schools.</p>

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	<p>The AITSL Australian Professional Standards for Teachers require teachers to have completed an accredited Initial Teacher Education qualification to become a registered teacher.</p>
<p>50. That the Minister for Education introduce the Teach For Australia program into NSW government schools as a matter of priority.</p>	<p>Noted</p> <p>The NSW Government is committed to ensuring all NSW public schools have access to quality teachers. The Department implements its own range of successful workforce specific initiatives and strategies, including scholarships, cadetships and internships for pre service teachers, to support the teacher supply pipeline in locations and subject areas of workforce demand including STEM.</p> <p>Evidence of the success of Teach for Australia and similar 'Teach for' programs in other countries is inconclusive. While Teach for Australia reports that participants achieve good student outcomes and are valued by principals, analysis of the career progression of program alumni indicates that the majority of participants transfer to teach in less disadvantaged schools, and less than half of participants are still in the profession after five years.</p> <p>See response to recommendation 49.</p>
<p>51. That the Government explore other means in its own recruitment and training processes (including an expansion of the School Leadership Institute) by which highly successful people from outside the teaching profession can be recruited into NSW schools (subject to the quality safeguards set out in Recommendation 49).</p>	<p>Supported, subject to operational details</p> <p>See response to recommendation 49.</p>
<p>52. That the Minister for Education ensure that the NSW Education Standards Authority (NESA) only certify university teaching courses consistent with CESE's best practice menu. As the biggest employer of teachers in the</p>	<p>Supported, subject to operational details</p> <p>It is crucial that the quality of initial teacher education programs meets the need of schools and students across NSW. As part of the national Initial Teacher Education accreditation system, NESA accredits Initial Teacher Education courses in line with the Australian Institute</p>

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<p>country, the NSW Government has significant leverage in this regard.</p>	<p>for Teaching and School Leadership (AITSL) National Standards and Procedures. NSW can and does also impose specific additional standards, such as subject content knowledge requirements, and has recently assessed and reported on the quality of initial teacher education programs as part of the Great Teaching, Inspired Learning reforms.</p> <p>As a major employer of teachers in New South Wales, the Department engages with Initial Teacher Education providers to ensure graduates are prepared to meet the increasingly rigorous standards for approval to teach in a NSW public school.</p>
<p>53. That if the university system fails to cooperate with Recommendation 52, the Government pursue alternatives in teacher training/recruitment, utilising non-government teaching colleges (such as Alphacrucis), online training providers and organisations like Teach For Australia.</p>	<p>Noted.</p> <p>See responses to recommendations 50 and 52.</p>
<p>54. That the Government adopt a policy of identifying outstanding classroom teachers achieving high-level results and keeping them in these valuable classroom and teacher mentoring roles, but at salary levels comparable to principals. This is what the Highly Accomplished and Lead Teacher classifications should mean. Priority should be given to ensuring these teachers are available in disadvantaged schools, where their standards of excellence can have the biggest impact.</p>	<p>Supported, subject to operational details</p> <p>The NSW Government agrees that our top teachers should be driving the improvement of student outcomes by modelling quality teaching and sharing what works across our system. The Department already employs teachers in this way across its programs, including the Best in Class Teaching Unit supporting high performance at HSC and student growth in Maths, and many schools have self-funded other roles to recognise and utilise their best staff.</p> <p>The Department is working to develop a consistent framework within existing remuneration arrangements for defining roles for these teachers, identifying those who meet the standard, then investing in programs to recognise and share this expertise. For example, as part of the Literacy and Numeracy Strategy 2017-2020 the Department employed approximately 500 specialist Instructional Leader roles to support Literacy and Numeracy teaching in Early Action for Success schools at leadership levels but without additional administrative and managerial duties to keep them supporting colleagues in the classroom while building networks of best practice.</p>

Recommendation	Response
	See responses to recommendations 29 and 38.
<p>55. That the Government measure teacher classroom success by the value-added (where available) to student results over several years, along with (more conventional) performance assessments by school leaders, inspectors and DELs.</p>	<p>Supported, subject to operational details</p> <p>See response to recommendation 41.</p>
<p>56. That the Government establish a trial program for the recruitment of school principals from outside the teaching profession: leaders with a track record of workplace success and strategic insight. Under this program, employment would be through performance-based contracts, with financial bonuses for improved school results (and obvious sanctions for failure).</p>	<p>Noted</p> <p>Evidence on recruitment of principals from outside the teaching profession is limited. While some jurisdictions employ principals without teaching experience, most of these require candidates to demonstrate pedagogical insight or complete educational leadership training. Pilot programs for business leaders seeking to become school principals have been small in scale and included a large pedagogical training component.</p> <p>The Department will assess the possibility of creating an accelerated leadership pathway for mid-career teaching entrants as part of the teaching workforce strategy. Potential candidates for school leadership roles will be required to meet the requirements specified by AITSL's Australian Professional Standard for Principals, including pedagogical knowledge requirements.</p>
<p>57. That the Department of Education improve training programs for school principals and deputy principals. This should be a key focus of the NSW School Leadership Institute, developing a strictly evidence-based, best practice approach to school management and expectations for classroom practice.</p>	<p>Supported</p> <p>Principal leadership programs are being enhanced. The School Leadership Institute bases all programs on evidence and best practice and offers training for both principals and deputy principals.</p>
<p>58. That the Government ensure, in drawing teachers from universities that follow the CESE menu, priority be given to</p>	<p>Supported, subject to operational details</p> <p>See response to recommendation 52.</p>

Recommendation	Response
<p>Schools of Education that teach evidence-based early reading instruction (as outlined in the report).</p>	
<p>59. That the Government require schools to publicly report in detail on their literacy teaching methods and effect-levels associated with them, and that this information be gathered and collated centrally by the Education Department (or independent measurement authority, if established).</p>	<p>Supported</p> <p>See response to recommendation 31.</p>
<p>60. That the Government, in guaranteeing school compliance with the CESE menu, give priority to evidence-based early reading instruction. That school inspectors and DELs be used to ensure classroom compliance with high-effect literacy programs.</p>	<p>Supported, subject to operational details</p> <p>All Department professional learning and programs of support for primary reading reflect the strongest evidence of what works in teaching children to read.</p> <p>The Department continues to develop and invest in evidence-based professional learning for all teachers, which includes phonological/phonemic awareness, phonics and vocabulary:</p> <ul style="list-style-type: none"> • more than 1400 schools have participated in professional learning aligned to the Effective Reading in the Early Years of School Years CESE paper. • in 2018 decodable readers were purchased for all primary schools, to enable students to practice and develop their phonic skills on purpose written texts. • A guide has been developed to help DELs provide better oversight of evidence-based reading practice in the early years.
<p>61. That the Government use the Tailored Support and Best Practice School Network programs to end educational disadvantage in NSW, bringing struggling schools up to best practice performance.</p>	<p>Supported</p> <p>The Department is committed to reducing the impact of disadvantage on educational outcomes. To achieve that goal requires a range of student- and school-level support, including needs-based funding via the RAM, evidence-based tailored support to schools and system-wide strategies like Early Action for Success, to establish the foundational literacy and numeracy skills that all students need to support their life outcomes.</p>

Recommendation	Response
<p>62. That the Minister for Education introduce a NSW equivalent of the 2019 Victorian reform package for disadvantaged schools (as outlined in the report), consistent with Minister Mitchell’s stated goal: “We must give incentives to our best principals to take up jobs in our most challenging schools”.</p>	<p>Supported in principle, subject to further NSW Government decisions</p> <p>The Department has incentives in place to attract and retain highly experienced teachers and principals in priority schools and these will be considered as part of the teacher workforce strategy to ensure supply of high quality teachers and capability to deliver the breadth of the curriculum across NSW.</p> <p>Options for further incentivising rural and regional positions will be considered as part of the development of fast-track teaching and school leadership pathways for graduates and mid-career professionals. See responses to recommendations 49 and 56.</p> <p>Education workforce arrangements vary by jurisdiction and different strategies are effective in systems with local or centralised recruitment policies. The Department will evaluate the 2019 Victorian reform package and carefully consider any replicable workforce strategies.</p>
<p>63. That the Government produce a full report on the success of the Minto public housing redevelopment project (as outlined in the report), learning its lessons and identifying similar communities and schools that would benefit from redevelopment schemes. An effective way of improving disadvantaged schools is to improve the local neighbourhood.</p>	<p>Supported</p> <p>The Department recognises the vital role of education in breaking the cycle of disadvantage and that changes in the local community can have a significant impact on school performance. The Department will produce a report on the success of the Minto Public Housing redevelopment project. In writing this report, the Department will refer to ongoing evaluation of large-scale Land and Housing Corporation redevelopments, including Minto, to consider how school communities can maximise benefit as part of redevelopment schemes.</p>
<p>64. That the Government develop and publish a clear policy on the interface between Health and Education services (especially regarding the problem of cost-shifting), using the guidelines outlined in the report.</p>	<p>Supported, subject to operational details</p> <p>NSW Schools, regardless of context and complexity of need, are focused on improving educational outcomes for their students and schools are often a key access point and valued community resource for families. The NSW Government recognises that the provision of health services is essential for all children, however cost-shifting between Health and Education should be avoided.</p>

Recommendation	Response
	<p>Needs-based funding is used by schools in a range of ways to lift educational outcomes for disadvantaged students, including the provision of additional support in order for students to be ready to learn.</p> <p>It is essential that service provision is systematically planned and funded and that the costs of meeting needs are transparent between agencies and the public. The Department will work with NSW Health to provide clarity for our schools on their role in the provision of services for students. See response to recommendation 33.</p>
<p>65. That the Minister for Education report to the NSW Parliament:</p> <ul style="list-style-type: none"> · every 12 months on the Government’s performance in meeting the targets in Recommendation 21 (remote and isolated schooling) · every 12 months on the state of NSW school literacy, addressing matters arising from Recommendations 58, 59 and 60, and literacy test outcomes (NAPLAN, PISA etc.) · every six months on the Government’s progress in bringing disadvantaged schools up to best practice; addressing the challenges of the 12 to 15 per cent of public schools operating in an environment of social crisis; and the development of the Department’s ‘new tool’ for identifying and measuring these problems. 	<p>Supported subject to operational details</p> <p>The Minister will report to parliament on the matters raised in this recommendation every 12 months.</p> <p>The Department of Education reports to Parliament regularly on expenditure and performance at Budget Estimates hearings. As part of the outcomes-based budgeting process, regular reporting on all state outcomes indicators will occur, which include specific target indicators for a number of equity groups.</p>
<p>66. That the Government, building on the success and contents of the January 2020 Memoranda of Understanding, take this process a step further and negotiate School Education Accords with the non-government sectors to:</p> <ul style="list-style-type: none"> · replicate the success of the Victorian system in sharing de-identified datasets across school sectors, 	<p>Noted</p> <p>The NSW Government welcomes the views of the Committee on the success of the January 2020 Memoranda of Understanding with the non-government sectors to strengthen accountability.</p> <p>In addition to the Memoranda, the Department collaborates with non-government school sectors to improve educational outcomes and share good practice and data across a range of national initiatives in the National School Reform Agreement and Bilateral Agreement.</p>

Recommendation	Response
<ul style="list-style-type: none"> · develop CESE as a cross-sectoral resource for identifying best practice and sophisticated school/student measurement and data usage, · adopt in the non-government sectors, as far as possible, the outcome-based budgeting reforms applying to government schools, especially with respect to teacher quality, value-added reporting, ambitious school improvement targets and the CESE best practice menu. To assist parents and ensure consistency across the State, the same set of school-by-school performance outcomes need to be published across the government and non-government sectors, · ensure non-government school sectors have Board representation on the proposed independent measurement authority, and · secure the support of non-government sectors for the Best Practice School Model and widespread school improvement networking (backed by eligibility for a new public funding program). 	<p>CESE publications are available to all schools and sectors, and there is an information and data sharing agreement in place between CESE and NESAs that supports the use of non-government school data in line with agreed protocols.</p> <p>The Memoranda of Understanding includes a commitment to align financial and performance reports to support the NSW Government’s Outcome Budgeting policy and to continue to work together to develop an outcome budgeting and reporting framework for non-government schools in NSW. The report’s recommendations regarding enhanced measures are appreciated and will assist in the future development of this framework. The Implementation Plan for the Memoranda of Understanding is currently being developed and the Plan is expected to be completed by the end of May 2020.</p> <p>The NSW Government supports needs-based, sector-blind funding for all schools and non-government school funding is in line with the Commonwealth Government's funding model and is consistent with NSW's commitments under the National School Reform Agreement and New South Wales Bilateral Agreement.</p> <p>See responses to recommendations 28, 29, 34, 35 and 46.</p>