

**Submission
No 9**

**EXAMINATION OF AUDITOR-GENERAL'S PERFORMANCE AUDIT
REPORTS AUGUST 2018 - JANUARY 2019**

Organisation: NSW Department of Education

Date Received: 25 February 2020



Education

Mr Greg Piper MP
Chair
Legislative Assembly, Public Accounts Committee
Parliament of NSW
Macquarie Street
SYDNEY NSW 2000

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Dear Mr Piper

Thank you for your letter of 28 January 2020, regarding the Auditor-General's performance audit report on the supply of secondary teachers in STEM-related disciplines.

Please find attached the Department's response to the recommendations and actions to date.

The Department remains strongly committed to ensuring that all students in NSW public schools have access to high quality learning across STEM subjects, particularly science and mathematics, through the provision of quality teaching by appropriately qualified teachers.

The Department valued the opportunity to participate in the audit process, with the insights gained supporting a continuation of work relating to workforce planning, scholarship strategies and practicum placements for pre-service teachers. The Department's response provides an update of the three recommendation areas.

Since the publication of the audit report, significant work on workforce planning and modelling has progressed as part of the Staffing Methodology Review and Human Capital Management projects. A project team has been established to undertake this work.

Should you or the Committee require further information, please contact [REDACTED]

Yours sincerely

Mark Scott AO
SECRETARY
DEPARTMENT OF EDUCATION

21 February 2020

IMPLEMENTATION OF RECOMMENDATIONS

Department of Education

Supply of secondary teachers in STEM-related disciplines

RECOMMENDATION		ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS (completed, on track, delayed) and COMMENT	RESPONSIBILITY (Section of agency responsible for implementation)
1	Improve workforce planning model to better understand and communicate supply and demand for teachers	Accepted	<ul style="list-style-type: none"> - Determine the extent of out of field teaching by permanent and temporary teachers in each school - Source additional data to more accurately reflect teacher location preferences - Projecting supply and demand by subject level and geographic area - Regularly reporting on supply and demand for secondary teacher to communicate future areas of need to future teacher education students 	December 2019	<p>The Department has developed a KLA model that it is looking to enhance the examination of out of field teaching as well as enhancing the model to enable projections and forecasts of KLA coverage. The existing concept model is able to disaggregate supply and demand by school networks, enhancements to the model will preserve this functionality.</p> <p>Discussions as part of the Human Capital Management program on teacher location preferences and improving data quality and update frequency from a system perspective are concurrently underway.</p>	Human Resources
2	Implement changes to address the findings of the Teacher Scholarship	Accepted	<ul style="list-style-type: none"> - Testing a range of program designs to determine the best options to attract more suitable applicants - Establishing key 	December 2019	<p>Completed</p> <p>New scholarship programs were offered in 2019 with a specific focus on areas of workforce need. For example, the new teach.MathsNOW scholarship targeted STEM</p>	Human Resources

	Realignment report		<p>performance indicators, and setting targets to better monitor the effectiveness of programs</p> <ul style="list-style-type: none"> - Reducing the number of scholars appointed to over-establishment positions - Further analysing scholarship recipients career paths to inform future improvements to the scholarship program 		<p>undergraduate students and STEM industry professionals seeking a career change to teaching. The scholarship includes equivalent course costs for a Master of Education, along with part time employment during the period of study and a permanent teaching position as a Maths teacher at the conclusion of study. The first cohort of successful applicants will commence studies in 2020.</p> <p>Further work is underway to re-evaluate scholarship offerings to ensure they are competitive and attractive to high performing students, particularly in areas of workforce need. This work is being aligned to the Rapid Teacher Supply program of work.</p> <p>Review of scholarship locations are being conducted in light of new workforce planning data to better inform the opportunities for permanent placement at the end of study, further reducing the numbers of scholars placed above establishment.</p>	
3	Review the Department's role in practicum placement process	Accepted	- Analysing how many students each school accommodates per year, to ensure there are appropriate placements	December 2019	<p>On Track</p> <p>Human Resources continue to work with the Great Teaching, Inspired Learning (GTIL) Program office (with responsibility for University</p>	Human Resources

	for pre-service teachers		<p>available for students in high needs disciplines</p> <ul style="list-style-type: none"> - Working with universities to facilitate practicum placements for scholarship students - Establishing mechanisms for ongoing monitoring of its partnerships with universities to ensure they are meeting aims 	<p>Partnerships) to support facilitation of priority practicum placements for STEM scholars.</p> <p>In addition, Human Resources are finalising work to better track and remain in contact with all practicum students from the point of first practicum placement.</p> <p>With the agreement of individual scholars, information to make Department scholars known to universities for the purposes of better supporting practicum placements is being actioned for implementation in 2020.</p>	
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