



The Hon Sarah Mitchell MLC

Minister for Education and Early Childhood Learning
Deputy Leader of the Government in the Legislative Council

Mr David Blunt
Clerk of the Parliaments
Clerk of the Legislative Council
NSW Legislative Council
Parliament House
Macquarie Street
SYDNEY NSW 2000

Dear Mr Blunt

It is my pleasure to present a copy of the NSW Government Response to the final report of Portfolio Committee No. 3 – Education Review of the New South Wales School Curriculum.

Yours sincerely

Sarah Mitchell MLC

NSW Government Response

Portfolio Committee no.3 – Education: Review of New South Wales School Curriculum

October 2021

NSW Government Response to the final report of Portfolio Committee No. 3 – Education Review of the New South Wales school curriculum

The NSW Government welcomes the final report of Portfolio Committee No. 3 – Education Review of the New South Wales school curriculum. The Government is committed to implementing the NSW Curriculum Reforms that have commenced as set out in the [NSW Government Response](#) to the [NSW Curriculum Review final report](#). The NSW Curriculum Reform is an ambitious program for streamlining and strengthening what is taught in our schools over the next four years. Reform projects have progressed effectively in close partnership with school education stakeholders and are delivering evidence-based solutions to meet the objectives of the NSW Curriculum Review.

The NSW Curriculum Review

The NSW Curriculum Review was an independent review led by Professor Geoff Masters, Chief Executive Officer of the Australian Council for Educational Research (ACER). The Review, conducted over 18 months, was informed by extensive consultation. Over 5,000 individuals engaged in consultation activities over 2018 and 2019. Evidence contributing to the review included international education research, verbal and written input from the community, and a review of curriculum reform initiatives and lessons from the experiences of other jurisdictions in Australia and internationally. The NSW Curriculum Review was released on 23 June 2020. The NSW Government response to the Review was also released at this time.

Delivery of the NSW Curriculum Reforms has begun

Education is key to giving our children the brightest futures and the NSW Government is investing significantly in education to ensure our young people reach their potential through a world class education system.

To support this, the NSW Government has invested \$196.6 million over four years for the reform of the NSW curriculum. Delivery of the Reforms began in July 2020 and include:

- **building strong foundations for future learning by 2022** with new English and Mathematics syllabuses for Kindergarten to Year 2
- **creating more time for teaching by 2022** by reducing the hours teachers spend on extra-curricular topics and issues and compliance requirements
- **strengthening post school pathways by 2022** with new learning areas for Years 11 and 12 that clearly link learning to future employment and study options
- **a new curriculum from 2024** with new syllabuses focused on what is essential to know and do in early and middle years of schooling, and in key learning areas in the senior years.

The education sectors and other stakeholders are closely involved in the Curriculum Reforms

From the earliest planning stages of the Curriculum Reforms, the NSW Government has engaged closely with external stakeholders to inform and collaborate in design and implementation. Stakeholders have developed a strong understanding of the intention of reforms and supported the NSW Government's objectives. The NSW Government has maintained open dialogue and stakeholders have welcomed the opportunity to participate in shaping the future of NSW education.

Priority Curriculum Reforms are on track for delivery

Priority Curriculum Reforms have already been delivered by the NSW Curriculum Reform program, including:

- The draft outcomes and content for the K–2 English and Mathematics syllabuses were released for public consultation on 23 March 2021. Consultation ended on 30 April 2021 with 704 responses to an online survey, in addition to targeted consultation with key stakeholders including Aboriginal education groups and special education groups. A second round of public consultation was conducted between 2-23 August 2021.
- The NSW Government is developing a new digital format for the NSW curriculum. This will help teachers to work with syllabuses and access support materials and evidence-based teaching advice in response to their needs and those of their students. This includes a new:
 - Curriculum Management System to support online delivery and management of new syllabuses and other curriculum materials
 - Website presentation where teachers, parents, students and the community can access the syllabuses in a dynamic way
 - Learning Management System to facilitate professional learning for teachers to support reformed syllabuses and policy changes. This will give teachers what they need to get the most out of the new curriculum.
 - The digital format will enable presentation of the curriculum in a way that is more accessible to parents.
- A reduction in the number of elective courses has been delivered. This includes Stage 5 School Developed Board Endorsed Courses (SDBECs) and the introduction of new endorsement criteria for Stage 6 SDBECs. These are the first steps towards creating fewer, more rigorous HSC subjects, and streamlining the curriculum.

The NSW Government is committed to ensuring the school curriculum provides students with strong foundations for future learning and employment. These reforms will help students achieve their maximum potential and prepare them for life and work in the 21st century. NESA and the Department of Education are working closely to provide teachers with curriculum resources and professional learning to support implementation of new syllabuses.

A table with the NSW Government response to each of the Parliamentary Committee's recommendations commences on page 4.

Recommendation	Response
<p>1. That, in addressing a significant gap in Professor Geoff Masters' analysis, the NSW Government give greater priority to the most effective ways for teachers to teach, and reiterate its commitment to best practice, evidence based approaches set out in the Centre for Education Statistics and Evaluation's What works best resource and Professor John Hattie's research on Collective Teacher Efficacy. In particular, it must actively support explicit teaching practices and common teacher and student experiences inside schools, from class-to-class and year-to-year.</p>	<p>The recommendation is noted.</p> <p>The NSW Department of Education actively supports prioritising evidence-based approaches, including explicit teaching. The Department has committed to improving student outcomes by ensuring that teachers and leaders are supported to implement evidence-based approaches, including those set out in the Centre for Education Statistics and Evaluation's What works best publication and Professor John Hattie's research on collective teacher efficacy.</p>
<p>2. That the NSW Government build and promote best practice curriculum use in NSW schools, narrowing the gap between syllabus intentions and what is actually taught in classrooms. Among other things, this is an important way to realise the benefits of Collective Teacher Efficacy within schools and across the NSW education system.</p>	<p>The recommendation is noted.</p> <p>NSW syllabuses will be accompanied by support materials with evidence-based teaching strategies and assessment methodologies to support teacher implementation of the curriculum.</p> <p>The NSW Government remains committed to ensuring best practice curriculum implementation. Schools contextualise student learning to apply evidence of what works best for all learners.</p>
<p>3. That, in reforming the curriculum, the NSW Government must:</p> <ul style="list-style-type: none"> • be guided by sound evidence and research on what works best • leverage and 'scale up' proven models of success where possible • evaluate all changes for high-effect impacts on student learning • implement rigorous evaluation and measurement of any future reforms. 	<p>The recommendation is noted.</p> <p>All work being undertaken in the NSW Curriculum Reform Program is based on evidence and research. The new syllabus development process has adopted key guiding principles for strengthening the evidence base for syllabus content and for increasing expertise, quality assurance, and transparency. The NSW Education Standards Authority will commission an independent evaluation to inform the ongoing implementation and provide evidence of the overall effectiveness of the Curriculum Reforms.</p> <p>(See also recommendation 31)</p>

Recommendation	Response
<p>4. That, as a crucial evidence-based issue, the NSW Government ensure that the curriculum reform process is consistent with the Centre for Education Statistics and Evaluation's evidence base – particularly its research findings for What works best.</p>	<p>The recommendation is noted.</p> <p>The NSW Curriculum Reform Program supports evidence-based teacher practice. All new syllabuses include evidence-based teaching advice to support teachers to identify and respond to children’s development and learning needs. Research on evidence-based practice includes relevant CESE papers.</p>
<p>5. That the NSW Government prioritise the re-engagement of students in the study of history by designing syllabuses that are content-rich, include less 'source verification' and more engagement with the pivotal, fascinating events of human history.</p>	<p>The recommendation is noted.</p> <p>The NSW history curriculum will continue to develop in students an interest in and enjoyment of exploring the past. A study of history provides opportunities for examining events, people and societies from ancient, medieval and modern times, including 20th century Australia.</p> <p>The new syllabuses will include an appropriate balance of content knowledge and skills of investigating history, in keeping with the core academic practices of the discipline.</p>
<p>6. That, as a priority, the NSW Government returns to linear (or chronological) teaching of history, with an enhanced focus on the heritage of Western civilisation and the development of modern Australia.</p>	<p>The recommendation is noted.</p> <p>Chronology is a central concept of the NSW history curriculum, both as an organising principle of content and also an essential skill. The ability to appreciate, understand, and sequence events is developed across every stage of learning.</p> <p>Students will continue to have opportunities to learn about the history of Western Civilisation as well as the wider study of world history. The 7-10 history syllabuses include content to develop coherent and cumulative programs of study of ancient,</p>

Recommendation	Response
	<p>medieval, and modern history through to contemporary Australian history. The study of history is enriched by historiographical methods and reflects the diversification of the Australian population in the post-war period.</p>
<p>7. That the NSW Government mandate the study of civics and citizenship for students in years 9 and 10 by making it compulsory for all students to take 'Making a Nation' as part of this cohort's history syllabus.</p>	<p>The recommendation is noted.</p> <p>Civics and Citizenship is one of 13 learning-across-the-curriculum content areas embedded through all NSW syllabuses for the Australian Curriculum. Civics and Citizenship content and learning opportunities are addressed in the history K-10 and geography K-10 syllabuses, and 9-10 commerce.</p> <p>NESA is investigating additional opportunities to strengthen the embedding of civics and citizenship education in authentic ways in existing syllabuses. 'Making a Nation' is available as a teaching resource for all teachers and schools.</p>
<p>8. That the NSW Government continue its drive towards synthetic phonics in literacy teaching, and that any future education reforms are consistent with this policy priority. Learn-to-read programs must be based on the explicit teaching of phonics.</p>	<p>The recommendation is noted.</p> <p>The NSW Government is committed to the explicit teaching of phonics.</p> <p>The NSW Government will maintain its commitment to evidence-based foundational literacy. The new draft NSW English K-2 syllabus identifies phonic knowledge and phonological awareness as essential foundational skills for early literacy development. It includes a detailed and explicit curriculum for the teaching of reading accompanied by evidence-based teaching advice.</p>
<p>9. That – as a first principle in defining the responsibilities of schools – the NSW Government pay due respect to the family as the foundation for children's social, emotional and moral development, and the primacy of parents in educating their children.</p>	<p>The recommendation is noted.</p> <p>Under Section 4(b) of the Education Act, the education of a child is primarily the responsibility of the child's parents.</p>

Recommendation	Response
<p>10. That the NSW Government ensure that all external providers at government schools be formally accredited, based on proven professional qualifications, a positive evidence base and feedback loop of evaluation for success.</p>	<p>The recommendation is noted.</p> <p>In line with the School Success Model, the Department of Education is establishing processes to improve guidance and support to schools around the use of high-quality, evidence-based resources and providers. This will include exploring opportunities to provide schools with pre-approved lists of external providers across a range of curriculum priorities.</p>
<p>11. That the NSW Government ensure that a robust evidence base guides decisions about interventions to improve student wellbeing. The effectiveness of wellbeing programs should be subject to continuous monitoring and evaluation to measure outcomes and determine investment.</p>	<p>The recommendation is noted.</p> <p>The NSW Government is committed to robust evidence to guide decisions about interventions and programs to improve student wellbeing, with significant work already underway in this area.</p>
<p>12. That the NSW Government return the focus of schools to academic attainment and vocational qualifications, ending attempts to engineer the ‘social development’ of students. As much as possible, schools must teach classroom material in a manner consistent with the values of parents.</p>	<p>The recommendation is noted.</p> <p>The NSW Government is committed to positive pathways for all students through academic and high-quality vocational education options.</p> <p>Under current arrangements in NSW public schools, the rights of parents to guide their children’s moral development remain paramount.</p> <p>The Alice Springs (Mparntwe) Declaration places students at the centre of their education by emphasising the importance of meeting the individual needs of all learners, and outlines education’s role in supporting the wellbeing, mental health and resilience of young people.</p>

Recommendation	Response
<p>13. That the NSW Government ensure that the present decluttering reforms learn from previous attempts, clearly define what success looks like and maintain an uncompromising focus on core facts, rich knowledge and deep comprehension within a 'back-to-basics' framework. Material that detracts from the teaching of rich knowledge and deep comprehension of academic skills should be forensically examined for its value and removed.</p>	<p>The recommendation is noted.</p> <p>New syllabuses will use evidence to reduce content and identify the core knowledge, skills and understandings essential to further learning in each learning area.</p> <p>Syllabus redesign reduces content by reconsidering what is central to each subject — the knowledge required to build further knowledge and the concepts and principles around which factual knowledge in the subject is organised. In the new curriculum, students will develop this core content knowledge progressively over time.</p>
<p>14. That the NSW Government explicitly acknowledge the greatest gains in decluttering the curriculum will come from detailed, rigorous syllabus analysis (unfortunately ignored by the Masters review) – that is, a ‘back to basics’ approach teaching facts, skills and deep knowledge to students, and removing superfluous material, especially:</p> <ul style="list-style-type: none"> • cross-curriculum priorities (especially with the creation of a new stand-alone Indigenous course) • material said to be a ‘socially constructed’ form of knowledge, science and history • overtly political content • identity politics, with its divisive impact on society • a post-modernist emphasis on ‘language as power’ and ‘the art of meaning’ in English • over-emphasis on source analysis in history 	<p>The recommendation is noted.</p> <p>NSW syllabuses have a key focus on the essential skills, content and knowledge required for each learning area. This includes a requirement for students to examine a range of perspectives. The focus of NSW syllabuses is attainment of academic and vocational qualifications, knowledge and skills and understanding.</p>

Recommendation	Response
<ul style="list-style-type: none"> • subjects constantly needing to position themselves ‘in society’, such as ‘science in society’ (thereby introducing unnecessary political content) • substantially reducing the long list of syllabus dot points and generic skill requirements. 	
<p>15. That the NSW Government instruct the NSW Education Standards Authority to undertake curriculum decluttering in a manner consistent with the recommendations of this report. The NSW Government and NSW Education Standards Authority must also ensure there is no re-cluttering of the curriculum, the incremental process whereby new subjects and courses are loaded into syllabuses. The committee recommends that the NSW Government adopt a clear policy statement in this regard, prohibiting future re-cluttering by identifying two main culprits:</p> <p>(a) caving into knee-jerk political and media pressure points about the latest 'big news story' by announcing that schools will now study this subject area</p> <p>(b) using schools as a repository for addressing miscellaneous social issues (usually in health, law and order, fad ideological campaigns and social engineering) through the introduction of non-academic and non-vocational courses and content.</p> <p>Further, as part of this policy statement, that the NSW Government and NSW Education Standards Authority ensure that any proposals for new syllabus material are assessed against a proven evidence base, testing the fundamental proposition: will the proposed change enhance student academic and vocational outcomes?</p>	<p>The recommendation is noted.</p> <p>New syllabuses will use evidence to reduce content and identify the core knowledge, skills and understandings essential to further learning in each learning area.</p> <p>Syllabus redesign will reduce content by reconsidering what is central to each subject — the knowledge required to build further knowledge and the concepts and principles around which factual knowledge in the subject is organised. In the new curriculum, students will develop this core content knowledge progressively over time. Any revisions or additions to new syllabus will be consistent with this approach.</p>

Recommendation	Response
<p>16. That Minister Mitchell’s stated goal of removing overtly political content from New South Wales schools apply, first and foremost, to the English syllabus and its learning materials, so that political material is not allowed to masquerade as ‘stimulus’ and ‘comprehension’ items.</p>	<p>The recommendation is noted.</p> <p>The new syllabus development process has adopted the guiding principles of strengthening the evidence base for syllabus content through expertise, quality assurance, consultation, and transparency.</p> <p>The new syllabus development process has adopted the guiding principles to be applied to the revision of all existing syllabuses and design of new syllabuses. A key element of the proposed syllabus design is a robust focus on the discipline content relevant to academic subjects. Proposals for addition of contemporary content to syllabuses will be subject to these principles.</p>
<p>17. That the NSW Government not proceed with any trials of untimed syllabuses until such time as the practical problems identified in this report are addressed.</p>	<p>The recommendation is noted.</p> <p>The NSW Government will retain a stage-based curriculum and implement other measures to ensure that students move ahead with the appropriate mastery of key skills that they need to advance. NESA will provide advice to the Minister regarding a pilot study of an evidence-based approach to minimum attainment in collaboration with school sectors.</p>
<p>18. That if untimed syllabuses are ever introduced in New South Wales, the NSW Government ensure that there are state-wide mandatory standards delivering consistency in student progression along with guarantees that no student is left behind.</p>	<p>The recommendation is noted.</p> <p>The NSW Government is working in close consultation with sectors on an approach to minimum levels of attainment that every student should achieve by the completion of school; and provide teachers and parents/carers with a way of monitoring whether individuals are on track to achieve that standard. Attention is being given to ways to support teachers in addressing the different learning needs of students and to ensure all students progress in relation to the required syllabus content.</p>

Recommendation	Response
<p>19. That the NSW Government establish a state-wide standard by which each student must achieve at least one year’s progress through the curriculum for each year of class time. In doing so, the best students must be extended to their highest level, while all students at risk of falling behind receive intensive, evidence based intervention and support.</p>	<p>The recommendation is noted.</p> <p>The NSW Government is working in close consultation with sectors on an approach to ensuring minimum levels of attainment that every student should achieve by the completion of school. This includes developing a way for teachers and parents/carers to monitor whether individuals are on track to achieve that standard. Attention is being given to ways to support teachers in addressing the different learning needs of students and to ensure all students progress in relation to the required syllabus content.</p>
<p>20. That the NSW Government adopt the Masters' recommendation for the study of a compulsory second language.</p>	<p>The recommendation is noted.</p> <p>As part of the NSW Curriculum Reform, NESA is currently developing new K–6 and 7–10 language curriculum and will continue to work with the sectors to determine the best way of approaching this recommendation in NSW. Schools have the option to teach languages in NSW primary schools. Students learn to communicate in a language in real-world contexts and develop intercultural understanding. Through learning a language, students strengthen essential foundational skills for literacy and reflect on their own culture, heritage and identity.</p>
<p>21. That the NSW Government abandon all three cross-curriculum priorities, as per Professor Masters' intent.</p>	<p>The recommendation is noted.</p> <p>NSW takes an ‘adopt and adapt’ approach to implementing the Australian Curriculum. Cross-curriculum priorities will be embedded as appropriate to the syllabus content and in accordance with the evidence-based and consultative syllabus development process but are not mandatory.</p>

Recommendation	Response
<p>22. That the NSW Government avoid a 'general capabilities' framework and maintain a traditional subject focus for the curriculum, as per Professor Masters' intent.</p>	<p>The recommendation is noted.</p> <p>NSW takes an 'adopt and adapt' approach to implementing the Australian Curriculum. NSW syllabuses will retain a key learning area approach, consistent with Professor Masters' recommendation.</p>
<p>23. That the NSW Government not mandate Masters' recommendation to integrate theory and practice in all subjects.</p>	<p>The recommendation is noted.</p> <p>The mix of theory and application varies from subject to subject. Advanced knowledge and advanced skills are features of every subject.</p>
<p>24. That the NSW Government set a learning engagement goal and expectation whereby every secondary school student disengaging from the academic curriculum has courses, facilities and career paths available to them to engage with vocational learning and qualifications. Schools should use their Gonski growth funds to buy in TAFE and other vocational training so that each of their students is engaged with some form of productive learning matching their interests and ambitions.</p>	<p>The recommendation is noted.</p> <p>The Department of Education is developing a Pathways Strategy to support schools in ensuring that a wide range of curriculum options and career paths are available to meet the needs of all students.</p> <p>Through the new School Success model, schools are required to meet targets regarding a range of student outcomes. Determining how a school's budget is used to meet these targets is a matter for school principals.</p> <p>Schools have the capacity to access TAFE NSW and other vocational education and training (VET) options. Over 400 government schools already provide access for their students to VET courses delivered by TAFE NSW and other training providers.</p> <p>The Government has launched 20 new virtually delivered VET courses. The courses will run from Term 1 in 2022 and are ATAR eligible and lead to a nationally recognised qualification.</p>
<p>25. That in implementing Recommendation 24, the NSW Government:</p>	<p>The recommendation is noted.</p> <p>The Department has addressed this recommendation by:</p>

Recommendation	Response
<ul style="list-style-type: none"> • conduct further research on best practice vocational programs, such as Hoxton Park High School, and scale up their success to all similar schools, • require schools to measure and report on their outcomes in student learning engagement on an annual basis, and • adopt a state-wide objective at government schools for every student to be actively engaged with learning, whether academic or vocational. 	<p>Engaging the University of Melbourne (Centre for Vocational and Education Policy), in conjunction with the other school sectors, to research best practice in Vocational Education and Training (VET) in schools as a part of an evidence base for improving outcomes for students. The report is published on the Department’s Centre for Education Statistics and Evaluation (CESE) webpage. The findings from the research informed the development of the Pathways Strategy.</p> <p>The Educational Pathways Pilot Program has tested a range of interventions aimed at improving student pathways outcomes. Hoxton Park High School is one of the 24 schools participating in the Pilot Program. Planning is underway to expand successful Program initiatives to more schools in 2022.</p> <p>The School Success model requires schools to meet targets regarding a range of student outcomes, including a new pathway target to be implemented from 2023.</p> <p>The School Success Model and the Pathways Strategy will support government schools in ensuring students are engaged in learning, and that schools report on measures determined under the Schools Success model.</p>
<p>26. That the NSW Government support Masters' proposal for a compulsory major project for senior students as an exercise in deep knowledge development and as preparation for tertiary or vocational education.</p>	<p>The recommendation is noted.</p> <p>The NSW Government is consulting with stakeholders to understand the implications, benefits, and feasibility of requiring every student to undertake a major project in a subject of their choosing.</p>
<p>27. That the NSW Government support a fair, rigorous and competitive system of year 12 final results in any review of the Australian Tertiary Admission Ranking, particularly in achieving the equity goal of students from a disadvantaged background using their year 12 school marks and exam results to compete successfully in society. The education system</p>	<p>The recommendation is noted.</p>

Recommendation	Response
<p>needs to acknowledge that without an exam and marking system, disadvantaged students have no effective way of advancing themselves in competition against young people with other advantages in life.</p>	
<p>28. That the NSW Government mandate the use of high-quality textbooks in New South Wales schools and recommend other high-quality learning materials to teachers and schools.</p>	<p>The recommendation is noted.</p> <p>NESA and the sectors develop syllabus support materials to support teachers to understand and teach syllabuses. The NSW Government does not prescribe textbooks for schools. Schools in NSW are best placed to determine the suitability of textbooks to the local context, considering the requirements of the curriculum and the learning needs of their students.</p>
<p>29. That the NSW Government ensure that teacher training is aligned to curriculum content and that new teachers are ready to make best use of the syllabus.</p>	<p>The recommendation is noted.</p> <p>New teachers graduating from Initial Teacher Education (ITE) programs must meet national program standards under the Australia-wide accreditation process that the NSW Government has been part of since 2011. Program Standard 4.2 requires programs to prepare teacher education students for the school curriculum and learning areas of their chosen discipline and/or stage of schooling. In NSW, this includes compliance with the Subject Content Knowledge Requirements (SCK) policy which details the required Discipline Knowledge and mandatory Curriculum and Pedagogical Studies for each teaching area in primary and secondary education. The SCK policy will be progressively updated to reflect new syllabuses as they are introduced. Consultation with the higher education sector on the NSW Curriculum Reform Program is ongoing to ensure that all NSW teaching degrees have content that is consistent with revised syllabuses.</p>
<p>30. That primary schools in remote New South Wales be better utilised as hubs for distance learning for high school students.</p>	<p>The recommendation is noted.</p>

Recommendation	Response
	The NSW Government is open to exploring opportunities with regional stakeholders and partners to better utilise NSW public school assets to improve education delivery for high school distance education enrolled students.
<p>31. That the NSW Government clearly define the parameters of success for the new curriculum and ensure that all changes are evaluated for high-effect impacts on student learning. Decisions should be guided by evidence prior to reform and rigorous evaluation and measurement after.</p>	<p>The recommendation is noted.</p> <p>All work being undertaken in the NSW Curriculum Reform Program is based on evidence and research.</p> <p>The NSW Education Standards Authority will commission an independent evaluation to inform the ongoing implementation and provide evidence of the overall effectiveness of the Curriculum Reforms.</p>
<p>32. That the NSW Government urgently acknowledge and learn from the deficiencies of the Masters process, and ensure that the NSW Education Standards Authority does not repeat these mistakes in its rewriting of the curriculum. As a first step, the government must ensure that NESA is adequately resourced and staffed to carry out the required reforms.</p>	<p>The recommendation is noted.</p> <p>The NSW Government has provided \$196.6 million in the 2021-22 FY budget over four years to support delivery of the NSW Curriculum Reform Program.</p>
<p>33. That in mid-2022 Portfolio Committee No. 3 – Education inquire into and report on progress with its two major initiatives and recommendations for lifting NSW school performance, that is:</p> <ul style="list-style-type: none"> • the reform process for school measurement, accountability and outcome based budgeting (the committee's 2020 report) • curriculum reform implemented by the NSW Education Standards Authority (the committee's 2021 report). 	N/A