

**INQUIRY INTO OUTCOME BASED FUNDING 2019
MINISTER FOR EDUCATION AND EARLY CHILDHOOD LEARNING
SUPPLEMENTARY QUESTION**

QUESTION

1. School Leadership Institute
 - a. How many programs, in addition to the Aspiring Principal's Leadership Program are offered through the School Leadership Institute? What are they?
 - b. How many FTE work in it?
 - c. Are they exclusively working on it?
 - d. Where is it located? (Within which division)

ANSWER

1.
 - a. As of 14 October 2019, the School Leadership Institute has the following active projects and programs in addition to the Aspiring Principals Leadership Program:
 - i. Three principal scholarship programs – Scholarships for Best Principals; Harvard Principal Scholarships; Masters of Instructional Leadership
 - ii. Leadership Identification Project – involves the development and pilot of resources for school leaders to support the identification of teachers with leadership potential to enable a pipeline of future school leaders.
 - iii. Extended induction for new leaders – principals, deputy principals, head teachers and assistant principals.
 - iv. Feedback Pilot
 - v. Leadership Fellowships
 - b. 18 current FTE.
 - c. Yes.
 - d. The NSW School Leadership Institute is located within the School Operations & Performance Division.

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QUESTION

2. In his testimony, Mr. Dizdar referred to Singapore having a well-established career path for teachers who don't wish to become principals. Could he provide any additional information on this?

ANSWER

Information on Singapore's career tracks for teachers is available on the Ministry of Education website: <https://www.moe.gov.sg/careers/teach/career-information>

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QUESTION

3. Has the Department of Education engaged with the NSW Data Analytics Centre to undertake any projects?

ANSWER

The Centre for Education Statistics & Evaluation (CESE) has facilitated the provision of data to the NSW Data Analytics Centre (DAC) for projects they have run on behalf of other agencies. The DAC has not run a project on behalf of the Department of Education.

All data sharing is facilitated by the department's Information Management team. The team ensures all data sharing strictly adheres to relevant legislation including relevant privacy and sensitivity principles.

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QUESTION

4. Has CESE developed any proposals for the NSW Data Analytics Centre to undertake?

ANSWER

CESE has not developed any proposals for the NSW Data Analytics Centre.

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QUESTION

5. What mandatory minimum standards are set in NSW government schools for:
- a. student testing (not just frequency of tests but also formats, such as open book etc)?
 - b. student assessment (covering all methods, including student self-assessment etc)?
 - c. student grading and reporting of such?
 - d. the awarding of student academic prizes and recognition (including end-of-year subject awards and the awarding of a School Dux)?
 - e. classroom programs and pedagogy from a credible evidence base with proven high positive-impact on student learning?

ANSWER

a) and b) Student Testing & Assessment

Every year the National Assessment Program – Literacy and Numeracy (NAPLAN) assesses the literacy and numeracy skills of students in Years 3, 5, 7 and 9. All eligible students who are enrolled at any school are expected to participate in NAPLAN unless they are absent. In NSW, NAPLAN is implemented and administered by NSW Education Standards Authority (NESA) as the test administration authority.

Schools plan assessments so that:

- students can demonstrate achievement of syllabus outcomes for the relevant stage of learning
- valid and reliable assessment strategies are used
- the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students.

In Stage 6 curriculum courses, NESA sets requirements for the assessment of every course. This can include the weighting, the number of assessment tasks and the type of task. There are mandatory components and weightings for both Year 11 and Year 12 courses. The HSC mark comprises 50% school-based assessment and 50% external NESA assessment (the HSC exams).

For K-10, NESA provides and promotes advice on standards-referenced assessment – the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Best Start Kindergarten Assessment is a literacy and numeracy assessment conducted for all Kindergarten students in the first 5 weeks of school. Student information is mapped to the National Literacy and Numeracy Progressions.

Best Start Year 7 is an optional online literacy and numeracy assessment package available to secondary schools. Best Start Year 7 helps with identifying students

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who may require additional support in the development of key literacy and numeracy skills. Feedback from the assessment provides secondary teachers with information to support targeted teaching strategies that meet the learning needs of their students.

In NSW public schools, Early Action for Success is the Department of Education's program for implementing the NSW Literacy and Numeracy Strategy and for improving students' literacy and numeracy skills in the early years of schooling. This program utilises assessment for learning as one of its five key features. All Early Action for Success schools are required to monitor:

- all K-2 students against one literacy and one numeracy sub element of the National Literacy and Numeracy Progressions using PLAN2 software.
- OR**
- 5-10 students in each class from K-2 against seven sub-elements in the national literacy and numeracy learning progressions. The seven sub-elements are phonological awareness, phonic knowledge and word recognition, understanding texts, creating texts, quantifying numbers, additive strategies, number patterns and algebraic thinking.

Teachers use Planning Literacy and Numeracy (PLAN2) software to record, analyse and monitor student progress using the National Literacy and Numeracy Progressions. PLAN2 has been developed to assist teachers in the recording of student learning to support teaching and learning.

c) Student Grading

Kindergarten reports describe how a child's achievement compares with syllabus standards through teacher comments.

For Years 1-10, schools use the following five point achievement scale to report to parents. Achievement is judged in relation to syllabus standards. The achievement scale is to be used for reporting all Key Learning Areas or subjects, except Vocational Education and Training courses where competency is reported.

Describe this achievement level	Using this word	And/or this letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations.	Outstanding	A
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition,	High	B

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the student is able to apply this knowledge and these skills to most situations.		
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	Sound	C
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.	Basic	D
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	Limited	E

Where the word summaries are used, the report will contain a statement to explain that the five point achievement scale used in this report equates to the A – E scale.

For Years 11-12, schools will use a numerical score (1-100) or use A-E (or equivalent) achievement grades to clearly convey what the student knows and can do in relation to syllabus standards in each course. Schools will report on competency achievement for VET courses.

Student's results from NAPLAN are reported to parents using an achievement scale for each test from Band 1 to 10.

New arrival English as an Additional Language or Dialect students may only be provided comments in lieu of using the five point achievement scale, if appropriate. Students with disability whose learning outcomes are different from the age/stage of their peers will be recorded on a personalised scale which considers how much help they require to complete a task, and how well they relate new skills to different settings.

Student Reporting

Schools provide parents/carers, throughout the school year, with formal and informal opportunities to receive information about and discuss their child's learning.

Schools' procedures for reporting to parents:

- are based on the department's policy
- are time efficient and manageable
- include information about the student's attendance at school
- provide information about the student's social development and commitment to learning
- are developed in consultation with parents/carers and teachers.

Schools provide parents/carers with a written report on their child's learning at least twice per year. The components of the written report meet requirements of the

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policy standards. Schools also provide information on how a child's achievement compares with the child's peer group at the school, on request from the child's parents/carers.

Schools are supported to supply parents with written feedback of their child's literacy and numeracy skills on entry to school after completing the Best Start Kindergarten Assessment.

d) Academic Prizes

The awarding of student academic prizes and recognition (including end-of-year subject awards and the awarding of a School Dux) is a local decision that is made by principals in consultation with their school communities.

e) Classroom Programs and Pedagogy

The NSW School Excellence Framework sets the expectations for high quality, evidence-based practice in NSW public schools. The Framework draws on a rigorous evidence base to identify effective classroom programs and pedagogy, along with other effective practices in learning, teaching and leading. All NSW public schools are required to use the School Excellence Framework in their school planning and reporting cycle. As part of the cycle, every school completes annual self-assessment of their practices against those described in the Framework. This process supports schools to make decisions informed by the evidence on improving student learning.

The department conducts ongoing research and analysis on effective school practices to maintain the currency and rigour of the expectations it sets for NSW public schools.

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QUESTION

6. As part of the Scout information systems:
- what data is available for assessing the value-added performance of individual schools?
 - does this extend to year, class and subject value-added?
 - what time periods are used?
 - what metrics are used in arriving at value-added calculations?
 - what evaluations have been undertaken regarding the accuracy of Scout value-added and what do these show?

ANSWER

- Value-added measures are available to assess individual schools' relative contribution to student progress in literacy and numeracy for the following cohorts:
 - Kindergarten Best Start assessment to Year 3 NAPLAN (VA K-3)
 - Year 3 to Year 5 NAPLAN (VA 3-5)
 - Year 5 to Year 7 NAPLAN (VA 5-7)
 - Year 7 to Year 9 NAPLAN (VA 7-9)
 - Year 9 NAPLAN to Year 12 HSC (VA 9-12)
- All value-added measures are whole of school measures for the relevant year groups. The value added measure has limited validity at a class or subject level. The main reason for this is that the uncertainty (or margin of error) around the value-add estimates is much larger when these measures are further disaggregated to class or subject level. This greatly diminishes the utility of these disaggregated measures, as well as increasing the likelihood of the measures being misinterpreted.
- Due to student performance data availability, value-added measures are based on student progress over a two year period (VA 3-5, 5-7, 7-9) or a three year period (VA K-3 and 9-12). For each calendar year, the value-added results are estimated based on two measurement periods. For example, VA 3-5 results reported for 2018 are based on student progress from Year 3 2016 to Year 5 2018 as well as Year 3 2015 to Year 5 2017. This ensures that value-added estimates are reflecting persistent differences in school performance, rather than normal variation.
- The calculations to determine value-add involve conducting statistical analysis of student level scores in the latter scholastic year (e.g. Year 5 for VA 3-5) as predicted from:
 - student level scores in the former scholastic year (e.g. Year 3 for VA 3-5), and
 - student and school level demographic characteristics that impact student achievement and over which schools have no control (e.g. student and school average levels of socio-educational disadvantage, student Aboriginal status, school coeducational status)

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Details of the statistical modelling including the predictors used in the modelling process, are published in a technical report on the Centre for Education Statistics and Evaluation (CESE) website at <https://www.cese.nsw.gov.au/publications-filter/value-added-measures>

- e. The technical report on the methodology was peer reviewed by two independent statistical experts (one from the Australian Council for Educational Research, the other from the Education University of Hong Kong). Both reviewers strongly endorsed the methodology and the usefulness of value-added measures for assessing school performance.

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QUESTION

7. Other than in (6) above, what other information is available regarding value-added performance in schools?

ANSWER

Value-added measures are based on learning growth and used by schooling systems to indicate the contribution that a school makes to student learning, over and above the contribution made by the average school. The set of measures developed by CESE provide robust value-added calculations for NSW government schools that adjust for factors outside the control of schools, such as students' Socio-Economic Status (SES), supporting identification of what works in improving student learning.

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QUESTION

8. Is value-added considered to be a useful way for parents and communities to understand the performance of schools, classrooms and teachers, and if so, why hasn't the Scout data been made public, on the My School website, for instance?

ANSWER

Section 18A of the Education Act 1990 prevents publication of data, including NAPLAN, in a way that ranks or otherwise compares schools or enables publication of league tables. The value-added calculations include these datasets and therefore are not made public by the department.

It is noted that ACARA includes a gain score indicator (education growth from a known point) on the My School website in a way that is compliant with the legislation.

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QUESTION

9. What progress has been made, as per the Gonski recommendations, in aligning the needs-based funding system for government and non-government schools in NSW? What are the details?

ANSWER

The NSW Government funding to both government and non-government schools is provided on a needs basis consistent with the recommendations of the Gonski report.

The department distributes funding to government schools using the NSW Resource Allocation Model. This is a needs-based funding arrangement which provides loadings to schools based on the needs of the school and their student body. This is consistent with the Schooling Resource Standard recommended by Gonski and meets the requirements of s78(5) of the Australian Education Act 2013 (Cth) (the AE Act).

Further information on the Resource Allocation Model is available on the department's website, here:

<https://schoolsequella.det.nsw.edu.au/file/485f4666-7c2f-4b9b-83ff-6efeb864656b/1/Planned-resource-allocation-model-overview-2020.pdf>

The detail of funding for all NSW public schools is also available on the department's website, here:

<https://schoolsequella.det.nsw.edu.au/file/bd0dcd75-57f3-469c-9fe7-e38bb41d5ed4/1/Resource-allocation-model-funding-table-2020.pdf>

Examples of how school leaders made strategic funding decisions with their 2018 funding allocations are on the department's website, here:

<https://education.nsw.gov.au/public-schools/schools-funding/resource-allocation-model/school-funding-snapshots>

The NSW Government has also changed its funding arrangements for non-government schools so that each school and system is funded according to its Schooling Resource Standard, as recommended by the Gonski report.

The detail of funding for NSW non-government schools is on the My School website, here:

<https://www.myschool.edu.au/school-search?FormPosted=True&SchoolSearchQuery=&SchoolSector=&SchoolType=&State=NSW>

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QUESTION

10. In the RAM funding model outlined at page 14 of the Government Submission, there are two different disability loadings. For each of them, what conditions qualify as disabilities?

ANSWER

The Low Level Adjustment for Disability equity loading and Integration Funding Support targeted funding are allocated to mainstream schools through the Resource Allocation Model (RAM) to support students with a disability and additional learning needs.

The Low Level Adjustment for Disability equity loading allocation is based on the school's enrolments and student need at the school level. It does not identify individual students. Through this loading schools are able to support students with a disability and additional learning needs without the requirement of a diagnosis or confirmation of disability.

Integration Funding Support is a targeted program for students with confirmed disabilities. To be eligible for support, students must be school-aged and enrolled in a mainstream class in a NSW public school. They must have a moderate to severe intellectual disability, physical disability, mental health disorder, autism spectrum disorder, hearing and/or vision impairment as defined by the Department of Education's Disability Criteria (2003).

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QUESTION

11. How does the Integrated Funding Support Program work?

ANSWER

Most students with disability and additional learning and support needs can be supported through resources at their local school, allocated through a learning and support resource package as part of the school budget. This additional support is administered through the Integration Funding Support program.

Integration Funding Support is considered when a school learning and support team find that extra support is required for a student attending mainstream classes. To meet the program criteria, the student will have moderate to high learning and support needs and a confirmed disability diagnosis of moderate to severe intellectual disability, physical disability, mental health disorder, autism spectrum disorder, hearing and/or vision impairment.

Applications for Integration Funding Support are made through an online Access Request submitted by the school, in consultation with the parents. If supported by the local School Services panel, the school receives a specific annual allocation of funds so that additional teacher or school learning support officer time can be provided to support the student.

Currently there are more than 10,000 students in mainstream classrooms supported through the Integration Funding Support program.

Further information on Integration Funding Support is available on the department's website, here:

<https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/programs-and-services/integration-funding-support>

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QUESTION

12. How are school disability-loading submissions arrived at and what checking is used for assessing their accuracy?

ANSWER

The Low Level Adjustment for Disability equity loading allocation is based on the school's enrolments and student need at the school level, which is determined using literacy and numeracy data from NAPLAN to create a Student Learning Need Index (SLNI). A school's SLNI is a needs based index drawn from three years of longitudinal NAPLAN data.

The checking process involves an analysis of allocations across schools – ensuring that any variations are in accord with changes to a school's enrolment and/or Student Learning Need Index.

Integration Funding Support is a targeted funding program for eligible individual students with a confirmed disability in accordance with the Department of Education's Disability Criteria (2003). The funding moves with each student when they change schools.

Every application for Integration Funding Support includes a student's summary profile completed by the school's Learning and Support Team in consultation with parents or carers.

The profile is an objective summary of a student's educational achievements and needs in the Key Learning Areas as well as in Communication, Participation, Personal Care and Movement.

Allocations for individual students are determined through a formula driven program which matches their disability type and their specific profile.

Applications are assessed by School Services personnel and then reviewed by the department.

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QUESTION

13. How many schools in NSW have more than:

- a. 10 percent
- b. 30 percent
- c. 50 percent
- d. 70 percent
- e. 90 percent of students qualifying for disability loadings?
- f. For any school over 30 percent, what is the breakdown of the disabilities involved?

ANSWER

The Low Level Adjustment for Disability equity loading does not identify individual students. The loading provides all mainstream NSW public schools with access to a specialist teacher and flexible funding.

Schools for Specific Purposes (SSPs) are funded separately with funding and staffing targeted to support students with complex needs.

Data available through Integration Funding Support indicates that 41 schools have more than 10 per cent of students with a disability and one school having more than 30 per cent of students with a disability. The disability types from this school are moderate intellectual disability and autism.

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QUESTION

14. What criteria are used to qualify for an 'Aboriginal background' RAM loading and how is the accuracy of this assessed once submitted by schools?

ANSWER

Funding is provided in the Resource Allocation Model (RAM) for every Aboriginal student enrolled in a NSW public school.

The Aboriginal background equity loading is calculated using the mid-year census National Schools Statistics Collection (NSSC) data.

The Aboriginal status of students is recorded at the school level based upon enrolment advice from parents/carers, where data is reviewed and signed off by the principal.

This data is then captured centrally at the mid-year census to compile the annual NSSC.

The Centre for Educational Statistics and Evaluation undertakes a process for validating school data collection and reporting and confirms with schools where there has been a reported change greater than +/-10% in the Aboriginal population of a school and if the Aboriginal population of a school is 100%.

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QUESTION

15. What criteria are used to qualify for NESB/English proficiency RAM loadings and how is the accuracy of this assessed once submitted by schools (see two areas of RAM/NESB funding set out on page 14 of the Government Submission)?

ANSWER

The English language proficiency equity loading is calculated using each school's reported level of English language proficiency need. The Annual English as an Additional Language or Dialect (EAL/D) survey is used to collect data on the number of students in NSW public schools who are learning English as an additional language and their level of English language proficiency. The survey is collected annually in June.

The EAL/D Learning Progression developed by the Australian Curriculum Assessment and Reporting Authority is used to identify and categorise students' development of English language in four phases of proficiency - Beginning, Emerging, Developing and Consolidating.

The loading is also weighted to provide higher levels of funding where a student's level of need is greater, as in the case for students from refugee backgrounds.

Principals are required to sign off on the accuracy of their schools' data and the Department of Education's data collection site moderates the reported data against the expected length of time for students to progress through each phase of English language proficiency.

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16. Why has 'student wellbeing' been included in the performance indicators for outcome-based budgeting when the condition of students (physical and mental) is already well known to parents and clearly overlaps with the performance of health and other government services? Shouldn't greater attention be devoted to academic and vocational education outcomes, as this is what parents and taxpayers expect schools to produce?

ANSWER

The NSW Department of Education's Strategic Plan 2018-2022 sets one of its goals as 'having every student is known, valued and cared for in our schools' and the department acknowledges the link between student wellbeing and academic outcomes. Schools are supported in achieving these outcomes at every level by a system that is cohesive, expert and responsive.

The Melbourne Declaration on Educational Goals for Young Australians stated that schooling should address more than just academic outcomes but the wellbeing of the whole child. This recognises that students who have higher levels of wellbeing are likely to have higher achievement outcomes and complete Year 12.

The Melbourne Declaration on Educational Goals for Young Australians set the directions for Australian schooling for the ten-year period 2009–2018 as agreed to by all Australian education ministers. Further information is available on the Australian Curriculum, Assessment and Reporting Authority website, here:

<https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/national-report-on-schooling-in-australia-2013/national-policy-context/educational-goals>

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QUESTION

17. How is the 'equity' performance indicator being calculated in detail (composition, loadings etc.) and how accurate/reliable can it be as an outcome measure in school education given the huge overlap with the many other equity functions of local, State and Federal Government agencies and policies?

ANSWER

The department's Strategic Plan 2018-2022 sets the goal that 'Our education system reduces the impact of disadvantage'. Equity is one of the four domains of student outcomes for which the department is developing performance indicators. We are expecting that we will have a decision of Government about the plan later in November 2019. At that point we could share a summary of the relevant content.

The equity loadings in the Resource Allocation Model (RAM) are robust calculations that reflects student needs for Aboriginal students, low socio-economic status, English language proficiency and disability – more information is provided in answers to Supplementary Questions No.10, 12, 14, and 15. Equity loadings are not a measure of student or school outcomes.

To ensure our system helps support equity, the Department of Education will monitor the performance of all students in NSW public schools against goals and targets, including cohorts of students identified under the equity outcomes. The final selection of relevant performance indicators is still subject to Government consideration.

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QUESTION

18. In what circumstances does the Education Department reach out to other State agencies to deal with and address social crisis problems in the communities served by its schools? How often has this happened in the past five years?

ANSWER

As schools regularly work with multiple agencies to support students and families, so too does the Department of Education. The department engages with all agencies on a regular basis for proactive strategies but also in times of need or crisis.

The department is currently working with agencies from other states on issues relating to improving outcomes for Aboriginal students and bullying in schools, suicide prevention and support for students with disability.

Data is not collected for this type of engagement.

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QUESTION

19. Of the outcome-based budgeting performance indicators being developed, are there any that could not be calculated school-by-school? Are there any that could not be published school-by-school? What are the details?

ANSWER

The final selection of relevant performance indicators is still subject to Government consideration. The Government is planning to publish State Outcome Indicators in future Budget Papers.

The development of performance indicators is being undertaken carefully, incrementally and in close consultation with stakeholders. It is likely that indicators will change over time as performance against them is reviewed. Changes may include the number of indicators as well as the types of indicators.

The intention is to publicly publish NSW school performance in aggregate terms against the selected outcome indicators rather than school by school.

It should be noted that a variety of school-based measures, including finances, NAPLAN results and attendance, are already published on the My School website here:

<https://www.myschool.edu.au/school-search?FormPosted=True&SchoolSearchQuery=&SchoolSector=&SchoolType=&State=NSW>

Additional information is also available in School Plans and in School Annual Reports.

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QUESTION

20. What quality control mechanisms does the Education Department have in place for its schools?

- a. how often is performance assessed within the Department for each school and what measures are identified as most important to this process?
- b. what is the role of regional offices and directors? What is done to correct failing school performance?
- c. what evaluation is there of how successful these interventions have been?

ANSWER

The Department of Education requires all NSW public schools to comply with legislative and policy requirements for curriculum and school registration. The department's School Excellence Framework guides NSW public schools in providing quality education across the three key domains of learning, teaching and leading. In addition to the department's internal monitoring, NSW public schools may also be inspected and audited by the NSW Education Standards Authority.

The department has a number of rigorous quality control mechanisms in place to ensure and improve school performance including:

- a) School principals are responsible and accountable to both their community and the department for the performance of their schools as set out through the schools aspirations in their school plan. There are a number of tools available to support principals with school performance as outlined above.

Principals have regular formal meetings with their Director, Educational Leadership (DEL) about the performance of the school with the DEL providing challenge, support and advice on where and how the school can improve further.

DELs in turn have regular conversations with their Executive Director SOAP about the performance of the schools in their networks and EDs discuss the performance of the schools in their Operational Directorate with the Secretary, Deputy Secretary School Operations and Performance and Deputy Secretary Educational Services each term.

These conversations seek to identify good practice that should be shared between schools and areas where additional support may be required to achieve the performance ambitions for a school.

A number of measures are used to inform these conversations including:

- attendance
- student engagement
- student attainment in literacy, numeracy and the HSC
- staff turnover

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From next year (2020), targets will be in place for every school that aggregate across the NSW education system to the targets set by the department. Initially the targets required of schools will align with the measures for the two Premier's Priorities for education. Further school-based targets will be considered for 2021 onwards.

The School Excellence Framework and School Excellence Policy requires NSW public schools to develop a school plan which includes strategic directions and improvement measures for their school, in consultation with their communities.

Schools conduct an annual self-assessment against the chosen measures and report annually on their progress. Schools also undertake an external validation of their self-assessment, validated by an independent panel of peers, once in a five-year cycle.

- b) Directors Educational Leadership (role description included as part of response) based in our education area offices have a direct relationship with 20 schools in their network. Regional offices support clusters of principal networks, and DELs are co-located with Principals, School Leadership (PSLs) and School Services personnel.

DELs are engaged in assessing and improving school performance on an ongoing basis. They work with Principals, School Leadership to build the capacity of principals in their network to improve school performance. DELs may recommend a school for specialised assistance, which may be provided by School Services across a wide range of learning and wellbeing domains. This can vary in the degree of intensity based on the school context and needs.

- c) There is evaluation at all levels. The school is evaluated through its academic performance, particularly literacy and numeracy, but also other measures and targets as included in the published School Plan. The school is further evaluated annually using the SEF assessment. The principal is evaluated by the DEL with reference to the School Plan, the SEF and the principal's Performance and Development Plan; and with reference to other similar schools across NSW.

With reference to particular school support and development programs from School Services, these are evaluated based on outcomes data through the department's Centre for Education Statistics and Evaluation (CESE). A typical example is the evaluation of the NSW Literacy and Numeracy Action Plan, which is detailed on the CESE website, here:

<https://www.cese.nsw.gov.au/publications-filter/report-of-the-evaluation-of-the-nsw-literacy-and-numeracy-action-plan-2012-2016>

Role Description

Director, Educational Leadership

Cluster/Agency	NSW Department of Education
Division/Branch/Unit	School Operations and Performance
Location	Various locations across NSW
Classification/Grade/Band	PSSE Band 1
Senior Executive Work Level Standards	Work Contribution Stream: Service/Operational Delivery www.psc.nsw.gov.au/wls
Kind of Employment	Ongoing / Term
Child Related Role	Yes
ANZSCO Code	134412
Role Number	Various
PCAT Code	1119192
Date of Approval	September 2017
Agency Website	http://www.dec.nsw.gov.au/

Agency overview

The NSW Department of Education provides, funds and regulates education services for NSW students from early childhood to secondary school, delivering world-class education through its public schools and providing funding support to non-government schools. We employ, develop and support teachers, leaders and other staff to deliver the best outcomes for students and to advance the wellbeing of Aboriginal people.

School Operations and Performance division

School Operations and Performance division leads and directs the operations of more than 2200 NSW public schools to maximise the academic achievements of all students and create a culture of success, learning and a desire to achieve, underpinned by innovative, adaptive and supportive strategies that also supports the quality of teaching and educational leadership at the school level. The division is responsible for the achievement of excellence in educational leadership, professional practice and school performance in preschools, infants, primary, secondary, central and community schools, specialist and comprehensive schools, specific purpose schools, intensive English and environmental education centres. The overarching goal of School Operations and Performance division is to achieve the best possible outcomes for the students in our public schools from preschool to year 12.

The School Operations and Performance division maintains very clear lines of sight between the authority and accountability of principals, the supervision and support of directors, the strategic leadership and direction of the executive director, and the achievement of the targets of the government's priorities and the department's strategic plan. The executive structure is underpinned by strong professional relationships and evidence-based accountability at every level.

Primary purpose of the role

The Director, Educational Leadership has a key strategic role in supporting the continuous improvement of principals in NSW public schools to ensure that the work of schools is evidence-based and responsive to the needs of all students from preschool to year 12.

The Director, Educational Leadership provides differentiated line management support to principals in their pivotal responsibility for leading and managing their school. The Director will work with the Principal to ensure evidence-based decision-making is focused on improving student progress and achievement by improving the quality of teachers and through effective school planning, self-assessment and change management processes.

The Director will develop professional relationships with principals that are collegial, constructive, informed and insightful. Directors will spend significant time with individual principals to gain a deep understanding of the challenges and student and staff improvement opportunities at each school.

The Director, Educational Leadership implements effective performance and development processes and provides constructive feedback to support principals in their continuous development. They coach and/or mentor principals in order to build their instructional leadership skills and management practices. They contribute to a principal's professional learning and support the development of effective and sustainable leadership practices.

The Director, Educational Leadership provides policy advice, supports the principal in the management of contentious issues, and facilitates the provision of timely support in the management of students with complex and challenging needs.

The Director, Educational Leadership is line managed by the Executive Director, School Performance and is part of a collaborative executive team. Directors, Educational Leadership are expert educators who work as system leaders both within and across networks to establish a culture of continuous improvement in the principals with whom they work in a support and accountability framework.

Key accountabilities

- Provide leadership and direction to principals in their crucial school leadership and management role ensuring high standards of student progress and achievement are achieved in line with Premier, State and departmental education priorities. Review the evidence to ensure principals are meeting their key accountabilities and provide feedback to guide continuous improvement.
- Collaboratively support principals to analyse school and system data to inform evidence-based decision-making and resource allocation for improved student progress and achievement. Ensure principals use a high-impact, evidence-based approach to school planning, self-assessment and external validation against the School Excellence Framework. Establish a strategic approach to the analysis of system and school-based data to identify high value-add schools and teachers and share this expertise to build the capacity across the network.
- Implement an effective Performance and Development Framework underpinned by clear and constructive, personalised feedback on performance to ensure principals are well-supported to achieve key accountabilities for the effective leadership and management of the school.

- Contribute directly to principal's professional learning to build their instructional leadership, management skills and leadership attributes to enable them to be highly effective educational leaders and to make sound local decisions which maximise the progress and achievement of students.
- Recruit and induct new principals, collaboratively develop aspiring school leaders, and contribute to their professional learning by facilitating the development and maintenance of professional networks across communities of schools to enhance collaborative practice around school improvement.
- Provide advice and direction for principals in the management of complex operational and educational school-based issues. Manage high level contentious issues to ensure efficient and prompt resolution of issues of educational, industrial, legal and political significance.
- Liaise with senior officers, principals and specialist staff to ensure the timely and responsive provision of educational and corporate services to schools to support the delivery of quality teaching and learning, and school management.
- Establish, maintain and enhance highly effective relationships with key stakeholders to ensure productive working relationships, identify opportunities to work together on programs and initiatives and resolve sensitive or contentious issues for the benefit of schools and their communities. Engage in the development and implementation of localised whole of government initiatives.
- Provide strategic advice to the department on future requirements of educational provision.

Key challenges

- Building the capacity of principals to lead and manage in the context of local decision making and authority.
- Ensuring that high expectations of student and staff performance underpin all actions in schools.
- Developing a culture of evidence-based accountability at every level.
- Resolving contentious issues and disputes at a local level through consultation and mediation with principals, staff and other concerned parties.

Key relationships

Who	Why
Internal	
Deputy Secretary, School Operations and Performance, Executive Directors, School Performance, Directors Educational Leadership	<ul style="list-style-type: none"> • To provide high level strategic and authoritative advice on the leadership and management of public schools. • To alert to operational or service issues which may escalate, or which may have State-wide impact. • To develop productive and collaborative working relationships across the School Operations and Performance division to achieve the department's strategic directions.
Deputy Secretary, Educational Services, senior executive and directors across Educational Services division	<ul style="list-style-type: none"> • To provide expert advice and recommendations on the delivery of educational services to public schools. • To ensure schools have access to high quality advice and resources to support the learning and teaching of students.

Who	Why
A network of principals	<ul style="list-style-type: none"> To provide educational leadership and direction on educational leadership, professional practice and school performance
Deputy Secretaries, Executive Directors, senior officers and directors across the department	<ul style="list-style-type: none"> To provide expert advice and recommendations. To develop productive and collaborative working relationships across the department.
External	
Principals associations, NSW Teachers Federation, NSW Parents and Citizens Association, NSW Aboriginal Education Consultative Group Inc., key Government agencies, key interest groups.	<ul style="list-style-type: none"> To develop collaborative and productive working relationships to benefit students and communities. To resolve contentious issues and serious matters with political and/or media interest.

ROLE DIMENSIONS

Decision making

The Director, Educational Leadership:

- is directly responsible for the performance and achievement of accountabilities of principals in a specified network, and is accountable for the advice and direction provided to principals in their crucial role of leading and managing schools
- is accountable to the Executive Director, School Performance for the content, accuracy and integrity of education advice, briefings, submissions and other documentation, and has the delegation to resolve contentious and potentially serious issues at the local level, engaging when appropriate with external agencies for resolution.

Reporting line

The role reports directly to an Executive Director, School Performance.

Direct reports

The role has direct report of a network of principals of public schools across NSW.

Direct reports vary between 18 and 22 with a state-wide average of 20.

Each Director, Educational Leadership has an Executive Assistant (CL 5/6) who is a direct report.

Budget/Expenditure

The role has a financial delegation of up to \$150,000.

The role has oversight of school budgets across approximately 20 schools. Each school principal is responsible to the Director, Educational Leadership for the effective management and expenditure of the school budget.

Essential requirements






- Appropriate tertiary qualifications in education
- Hold a valid clearance to work with Children (Working with Children Check)
- Capacity to lead staff in implementing the department's Aboriginal Education and Training policies and to ensure quality outcomes for Aboriginal people

Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at www.psc.nsw.gov.au/capabilityframework

Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in bold are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

NSW Public Sector Capability Framework		
Capability Group	Capability Name	Level
 Personal Attributes	Display Resilience and Courage	Highly Advanced
	Act with Integrity	Advanced
	Manage Self	Adept
	Value Diversity	Advanced
 Relationships	Communicate Effectively	Advanced
	Commit to Customer Service	Adept
	Work Collaboratively	Highly Advanced
	Influence and Negotiate	Advanced
 Results	Deliver Results	Adept
	Plan and Prioritise	Advanced
	Think and Solve Problems	Advanced
	Demonstrate Accountability	Advanced
 Business Enablers	Finance	Advanced
	Technology	Adept
	Procurement and Contract Management	Adept
	Project Management	Adept
 People Management	Manage and Develop People	Highly Advanced
	Inspire Direction and Purpose	Advanced
	Optimise Business Outcomes	Adept
	Manage Reform and Change	Advanced

Focus capabilities

The focus capabilities for the role are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the role's key accountabilities.

NSW Public Sector Capability Framework		
Group and Capability	Level	Behavioural Indicators
Personal Attributes Display Resilience and Courage	Highly Advanced	<ul style="list-style-type: none"> • Create a climate which encourages and supports openness, persistence and genuine debate around critical issues • Provide sound exposition and argument for agreed positions while remaining open to valid suggestions for change • Raise critical issues and make tough decisions • Respond to significant, complex and novel challenges with a high level of resilience and persistence • Consistently use a range of strategies to keep control of own emotions and act as a stabilising influence even in the most challenging situations
Personal Attributes Act with Integrity	Advanced	<ul style="list-style-type: none"> • Model the highest standards of ethical behaviour and reinforce them in others • Represent the organisation in an honest, ethical and professional way and set an example for others to follow • Ensure that others have a working understanding of the legislation and policy framework within which they operate • Promote a culture of integrity and professionalism within the organisation and in dealings external to government • Monitor ethical practices, standards and systems and reinforce their use • Act on reported breaches of rules, policies and guidelines
Relationships Communicate Effectively	Advanced	<ul style="list-style-type: none"> • Present with credibility, engage varied audiences and test levels of understanding • Translate technical and complex information concisely for diverse audiences • Create opportunities for others to contribute to discussion and debate • Actively listen and encourage others to contribute inputs • Adjust style and approach to optimise outcomes • Write fluently and persuasively in a range of styles and formats
Relationships Work Collaboratively	Highly Advanced	<ul style="list-style-type: none"> • Establish a culture and supporting systems that facilitate information sharing, communication and learning across the sector • Publicly celebrate the successful outcomes of collaboration • Seek out and facilitate opportunities to engage and collaborate with stakeholders to develop organisational, whole-of-government and cross jurisdictional solutions • Identify and overcome barriers to collaboration with internal and external stakeholders
Relationships	Advanced	<ul style="list-style-type: none"> • Influence others with a fair and considered approach and present persuasive counter-arguments • Work towards mutually beneficial win/win outcomes

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
Influence and Negotiate		<ul style="list-style-type: none"> • Show sensitivity and understanding in resolving acute and complex conflicts • Identify key stakeholders and gain their support in advance • Establish a clear negotiation position based on research, a firm grasp of key issues, likely arguments, points of difference and areas for compromise • Pre-empt and minimise conflict within the organisation and with external stakeholders
Results Think and Solve Problems	Advanced	<ul style="list-style-type: none"> • Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues • Work through issues, weigh up alternatives and identify the most effective solutions • Take account of the wider business context when considering options to resolve issues • Explore a range of possibilities and creative alternatives to contribute to systems, process and business improvements • Implement systems and processes that underpin high quality research and analysis
Results Demonstrate Accountability	Advanced	<ul style="list-style-type: none"> • Design and develop systems to establish and measure accountabilities • Ensure accountabilities are exercised in line with government and business goals • Exercise due diligence to ensure work health and safety risks are addressed • Oversee quality assurance practices • Model the highest standards of financial probity, demonstrating respect for public monies and other resources • Monitor and maintain business unit knowledge of and compliance with legislative and regulatory frameworks • Incorporate sound risk management principles and strategies into business planning
Business Enablers Finance	Advanced	<ul style="list-style-type: none"> • Apply a thorough understanding of recurrent and capital financial terminology, policies and processes to planning, forecasting and budget preparation and management • Identify and analyse trends, review data and evaluate business options to ensure business cases are financially sound • Assess relative cost benefits of direct provision or purchase of services • Understand and promote the role of sound financial management and its impact on organisational effectiveness • Involve specialist financial advice in review and evaluation of systems and processes used to identify opportunities for improvement • Respond to financial and risk management audit outcomes, addressing areas of non-compliance

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
People Management Manage and Develop People	Highly Advanced	<ul style="list-style-type: none"> • Ensure performance development frameworks are in place to manage staff performance, drive development of organisational capability and undertake succession planning • Drive executive capability development and ensure effective succession management practices • Implement effective approaches to identify and develop talent across the organisation • Model and encourage a culture of continuous learning and leadership, which values high levels of constructive feedback, and exposure to new experiences • Instil a sense of urgency around addressing and resolving team and individual performance issues and ensure that this is cascaded throughout the organisation
People Management Inspire Direction and Purpose	Advanced	<ul style="list-style-type: none"> • Promote a sense of purpose and enable others to understand the links between government policy and organisational goals • Build a shared sense of direction, clarify priorities and goals and inspire others to achieve them • Work with others to translate strategic direction into operational goals and build a shared understanding of the link to core business outcomes • Create opportunities for recognising and celebrating high performance at the individual and team level • Work to remove barriers to achievement of goals

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SUPPLEMENTARY QUESTION**

QUESTION

21. If the Department believes the issues in (20) above are being addressed successfully, why do NSW school results continue to be so disappointing?

ANSWER

The Department of Education is committed to be the best education system in Australia and one of the finest in the world by providing the highest quality education to all NSW children no matter where they live or what their circumstances may be.

Building on the strengths of the NSW system and drawing on international research, we are strengthening our approach to improving results for students.

The department is implementing a system-wide approach to school improvement that supports the delivery of this ambition.

We are strengthening the overall system for school improvement by:

- Tailoring support to schools
- Delivering system-wide strategies
- Investing in school leadership
- Improving the quality of teaching.

Through school-based target setting, including targets aligned with delivering Premier's Priorities in education, we are increasing line-of-sight to school performance and will continue to lift literacy and numeracy standards across NSW schools giving students every opportunity to succeed.

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SUPPLEMENTARY QUESTION**

QUESTION

22. How does the Department explain the success of exemplar schools like Marsden Road Public and Canley Vale High servicing heavily disadvantaged communities and why haven't these successful, inspiring models been scaled up for other disadvantaged schools facing similar challenges?

ANSWER

The Department of Education takes a strong interest in high-performing schools servicing disadvantaged communities. These schools, including Marsden Road Public School and Canley Vale High School, take a whole school approach to improving student outcomes and generally have several common features:

- They use evidence-informed teaching practices consistently across the whole school, including explicit teaching methods and setting high expectations for achievement;
- The school environment promotes a positive learning culture and strong student engagement;
- They sustain an active professional culture, with structured school goals and explicit systems to facilitate collaboration and professional learning;
- School leaders manage change effectively. They understand that change takes time and pay careful attention to implementing reform for lasting improvements.

The department provides evidence-based support for schools to support ongoing school improvement. Key supports include the publications and registered professional learning provided by the Centre of Education Statistics and Evaluation, as well as support through system-wide initiatives such as the Literacy and Numeracy strategy, the new Gifted and Talented Education policy, and tailored support for schools with identified needs.

Each school has its own unique environment and circumstances. School principals and leaders are best placed to identify the key areas to improve and cater for the specific academic and wellbeing needs of their individual students. The department's School Leadership Strategy supports principals and school leaders to use best practice leadership strategies as identified in the evidence base. The strategy focuses on instructional leadership, which is well-established in the literature as having the biggest impact on student learning. It is available on the department's website:

<https://education.nsw.gov.au/our-priorities/strengthen-teaching-quality-and-school-leadership/school-leadership-strategy-at-a-glance>

The department encourages schools to share and promote their successes with their communities, principal networks and regions. The department supports this through the identification and publication of case studies which highlight school excellence

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practices. Current case studies used to spread best practice are found on the department's Centre for Educational Statistics and Evaluation website, here:
<https://www.cese.nsw.gov.au/publications/case-studies>

A recent case study on a high-performing school servicing a disadvantaged community is Blue Haven Public School, here:
<https://www.cese.nsw.gov.au/publications-filter/blue-haven-public-school-case-study>

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SUPPLEMENTARY QUESTION**

QUESTION

23. Given that everything about classroom performance (what works and doesn't work) has been measured extensively around the world over many decades, why doesn't the Education Department instruct schools and teachers to follow this evidence base rigorously, as outlined in the work of Professor John Hattie and similar comprehensive research findings?

ANSWER

The Department of Education's School Excellence Framework (SEF) supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading. The SEF is based on evidence from the research literature, psychometric analysis, ongoing feedback from schools, interviews with principals; Principals, School Leadership (PSLs); and directors, and extensive stakeholder consultations.

Through their self-assessment processes, a school can draw on a range of evidence to determine their impact, progress and achievements. The SEF defines the core business of excellent schools, enabling them to reflect on quality practice and ensures consistency across the state.

The department also takes a strong interest in high-performing schools and high-performing schools servicing disadvantaged communities. These schools take a whole school approach to improving student outcomes and generally have several common features. They:

- use evidence informed teaching practices consistently across the whole school, including explicit teaching and high expectations;
- promote a positive learning culture and strong student engagement;
- sustain an active professional culture, with structured school goals and explicit systems to facilitate collaboration and professional learning;
- manage change effectively, and pay careful attention to implementing reform for lasting improvements.

The department supports school excellence practices through the identification and publication of case studies. The Centre for Education Statistics and Evaluation (CESE) offers registered professional learning for NSW public school staff. Professional learning includes face-to-face workshops, as well as CESE publications and online courses which are designed to connect education research with school context. One of the courses that CESE has developed is based on the What Works Best publication where participants connect educational theory and research with their teaching context.

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QUESTION

24. Isn't the core weakness of the Local Schools/Local Decisions (LSLD) framework the autonomy granted to school principals and teachers to use substandard classroom programs, content and methods, without any centralised quality control that mandates the use of high positive-effect teaching?

ANSWER

The NSW Government recognises that it is principals, in consultation with their local community, who are best placed to decide how to use their resources effectively to meet their students' needs and improve their learning outcomes.

Increased local decision-making authority rather than autonomy characterises the Local Schools, Local Decisions reform.

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QUESTION

25. Why was LSLD introduced and maintained without quality control measures mandated by the Department?

ANSWER

In 2012, the Department of Education and the Minister for Education launched the Local Schools, Local Decisions (LSLD) education reform. LSLD aims to give NSW public schools more authority to make local decisions about how best to meet the needs of their students.

Quality control measures were included throughout the implementation of the reform, and remain in place.

Schools operate within a strong policy framework within a public education system.

Under the School Excellence policy, all public schools have developed a comprehensive three-year School Plan for 2018-2020, connected to their budget and student outcomes. Accountability for the effective use of the funds to improve student learning occurs through the school plan and the annual report processes.

Schools develop their School Plan and annual report in consultation with the school community and publish them on their school website. The School Plan and annual report are overseen by the local Director, Educational Leadership (DEL) who works closely with approximately 20 schools.

Over a five-year cycle, schools participate in an external validation process. In instances where the DEL identifies that a school requires significant assistance in its pursuit of excellence, additional support is provided in consultation with the school principal.

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QUESTION

26. Does the LSLD interim report (2018) provide any information about the impact of the policy on academic results and what does this show?

ANSWER

The Local Schools, Local Decisions (LSLD) Evaluation Interim Report (2018) does not provide information about the impact of LSLD on student academic outcomes.

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QUESTION

27. Were the changes measured in the LSLD interim report (page 13, Government Submission) for the 5 student engagement measures positive or negative? What are the details?

ANSWER

The five student engagement measures included in the Local Schools, Local Decisions (LSLD) Evaluation Interim Report (attendance, suspension, social engagement, institutional engagement and aspirations to complete Year 12) showed only very small to small overall changes over time. In terms of differential change over time, the Centre for Education Statistics and Evaluation found no relationship between changes over time in the five student engagement measures and levels of need, with the notable exception that students in higher-need schools typically showed less positive change over time in levels of social engagement than students in lower-need schools.

In primary schools, there was a very small decrease in **attendance** rates from 2011 to 2016, while school-specific changes were not related to levels of need. This means that primary schools with different levels of need had similar patterns of change. In secondary schools, there was a very small increase in attendance rates 2011 to 2016, while school-specific changes showed a very small relationship to levels of need. This means that secondary schools with different levels of need tended to have similar patterns of change.

In primary schools, there was a very small increase in **suspension** rates from 2012 to 2016, while school-specific changes were not related to levels of need. This means that primary schools with different levels of need tended to have similar patterns of change. In secondary schools, there was a very small decrease in suspension rates from 2012 to 2016, while school-specific changes showed a very small relationship to levels of need. This means that secondary schools with different levels of need tended to have similar patterns of change.

In secondary schools, there was a very small increase in **social engagement** from 2013 to 2016. School-specific changes showed a small relationship to levels of need, with higher-need schools showing less change than lower-need schools. Social engagement in a low need school (10th percentile) increased by around 0.09 standard deviation units while in a high need school (90th percentile) social engagement decreased by around 0.02 standard deviation units.

In secondary schools, there was a small increase in **institutional engagement** from 2013 to 2016, while school-specific changes were not related to levels of need. This means that secondary schools with different levels of need tended to have similar patterns of change.

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In secondary schools, there was a small decrease in student **aspirations to complete Year 12** from 2013 to 2016, while school-specific changes were not related to levels of need. This means that students from secondary schools with different levels of need tended to have similar patterns of change.

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QUESTION

28. How much does the Department know (via centralized data collection) about what is being taught in each NSW school in terms of content, learning programs and pedagogy? Does this information end with the school or flow up the line in any way?

ANSWER

All NSW schools must comply with the school curriculum requirements under the *Education Act 1990* and the syllabuses developed by the NSW Education Standards Authority (NESA).

As set out in answer to Supplementary Question 23, the School Excellence Policy requires schools to self-assess and undergo external validation of their assessment against the School Excellence Framework. All schools report on their learning and teaching approach in their school plan and annual report, which are publically available.

Principals and Directors, Educational Leadership have oversight of the content, learning programs and pedagogy in each school. NESA collects school data on course enrolments for Years 10, 11 and 12 for candidates presenting for the Record of School Achievement and the Higher School Certificate.

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SUPPLEMENTARY QUESTION**

QUESTION

29. How much of NSW classroom content and teaching aligns with the high-effect Hattie findings? How many schools report on this in any way?

ANSWER

As set out in answer to Supplementary Question 23, the School Excellence Policy requires schools to self-assess and undergo external validation of their assessment against the School Excellence Framework. All schools report on their learning and teaching approach in their school plan and annual report, which are publically available.

The Centre for Educational Statistics and Evaluation (CESE) has reviewed a broad range of research, including Professor Hattie's findings. CESE's publication "What Works Best: Evidence Based Practices to Improve Student Performance in NSW Schools" offers a comprehensive analysis of the most significant practices which improve student learning. These practices align closely to Professor Hattie's findings and the evidence outlined by both are used extensively by NSW public schools.

Additionally, all Directors, Educational Leadership (DELs) have completed a Professional Certificate in Instructional Leadership which was taught in part by Professor Hattie. This has provided DELs with the opportunity to apply Professor Hattie's findings to their own principal networks.

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QUESTION

30. In response to answers to my questions on the Notice Paper, where the Department centrally has no knowledge or data collection or monitoring of school usage of external consultants, guest teachers, learning materials, library books, movies/films and student award/recognition policies, what action is being taken to build Departmental knowledge of what its schools are doing in these important areas?

ANSWER

In line with the NSW Government's commitment to local school decision-making, schools determine how they allocate and use their available resources to best meet the needs of their students, and individual schools hold this data. Through the use of Whole of Government and department arrangements, including an online catalogue, the department enables schools to procure products and services from pre-approved providers, which supports value-for-money, including oversight of quality and compliance with relevant department policies.

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SUPPLEMENTARY QUESTION**

QUESTION

31. Why is there no NSW equivalent of the Victorian 'High Impact Teaching Strategies' (HITS) document, based on Hattie's high-effect research, requiring schools to follow this vital, result-building evidence base for the benefit of their students?

ANSWER

NSW develops and delivers resources, professional learning and capacity building programs to support schools in using effective teaching strategies, which are drawn from the evidence base on what works best to improve student outcomes.

The Department of Education works with teachers and school leaders to package its research publications and associated practical guidance into accessible resources that can be directly implemented in the classroom. For example:

- The 'What Works Best' document brings together the evidence for effective teaching practices, and an accompanying suite of resources for teachers and school leaders to give practical guides on what can be done to improve student outcomes.

Further information on 'What Works Best' – evidence-based practices to help improve NSW student performance – is on the department's Centre for Education Statistics and Evaluation (CESE) website, here:

<https://www.cese.nsw.gov.au/publications-filter/what-works-best-evidence-based-practices-to-help-improve-nsw-student-performance>

- A literature review on cognitive load theory provides an accessible overview of the cognitive science of how students learn. Associated practice guides show teachers how to use this robust evidence base in their teaching strategies to improve student learning.

Further information on cognitive load theory – research that teachers really need to understand – is on the department's CESE website, here:

<https://www.cese.nsw.gov.au/publications-filter/cognitive-load-theory-research-that-teachers-really-need-to-understand>

In NSW, the evidence base on effective school practices is embedded in the compulsory school planning and reporting processes, as part of the department's commitment to ongoing improvement in the public school system.

The department is continually exploring ways to improve the impact and reach of effective practices into schools.

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SUPPLEMENTARY QUESTION**

QUESTION

32. Why don't NSW schools, in an assessment of outcomes and performance, conduct exit interviews/surveys with families leaving a certain school (measuring levels of satisfaction and identifying problems)?

ANSWER

The decision to conduct exit interviews/ surveys is a local school decision. Schools may seek feedback from parents through an interview when a student is leaving the school. Approaches to collecting parent feedback more systematically include the annual Tell Them From Me survey for parents ('Partners in Learning'). Additional information is available on the department's Centre for Education Statistics and Evaluation website, here:

<https://surveys.cese.nsw.gov.au/ttfm-surveys/parent-survey>

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SUPPLEMENTARY QUESTION**

QUESTION

33. What consideration will be given to (32) above in the development of outcome-based measurement and budgeting?

ANSWER

The final selection of relevant performance indicators is still subject to Government consideration. These will focus on student outcomes in the domains of academic achievement, wellbeing, independence and equity.

With due consideration to validity and completeness of available data, it may be possible to identify leading indicators relating to parents from Tell Them From Me. The department also considers social media sentiment and engagement rate as indicators of parent and community sentiment.

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SUPPLEMENTARY QUESTION**

QUESTION

34. Given that NAPLAN will be a leading measure of school performance/outcomes for literacy and numeracy under outcome-based budgeting, how will the Department and the new measurement system deal with the results discontinuity if NAPLAN is changed as per the NSW/Victoria/Queensland review underway?

ANSWER

The Minister has announced publicly that the purpose of the review is determining how NAPLAN can be improved to meet its assessment and reporting objectives. This will support the implementation of the Premier's Priority targets by ensuring we have the most accurate and robust measurement of student learning outcomes.

It is important to make NAPLAN as effective as it can be, to support students, teachers and schools.

All efforts will be undertaken to ensure consistency and continuity in the event that changes to student outcome measurement is required. This will help mitigate any disruptions to the tracking of school and system performance.

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SUPPLEMENTARY QUESTION**

QUESTION

35. As per (34) above, isn't this the worst time to be seeking changes to NAPLAN, with some also speculating about its abolition?

ANSWER

It is important to make NAPLAN as effective as it can be, to support students, teachers and schools.

NAPLAN remains a critical part of the education infrastructure, offering an insight into student learning that is not otherwise available. NAPLAN forms a considerable part of the measurement architecture, by which NSW aims to be the best education system in the country. Any changes to the student outcome measurement architecture will be addressed to ensure consistency and continuity, in order that the tracking of school and system performance is not disrupted.

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SUPPLEMENTARY QUESTION**

QUESTION

36. How is the Government's declaration of No Confidence in NAPLAN consistent with the development of outcome measures based on NAPLAN (as per the Government submission)?

ANSWER

The Minister has announced publicly that the purpose of the review is determining how NAPLAN can be improved to meet its assessment and reporting objectives. This will support the implementation of the Premier's Priority targets by ensuring we have the most accurate and robust measurement of student learning outcomes.

It is important to make NAPLAN as effective as it can be, to support students, teachers and schools.

NAPLAN remains a critical part of the education infrastructure, offering an insight into student learning that is not otherwise available. All efforts will be undertaken to ensure consistency and continuity, in the event that changes to student outcome measurement are implemented as a result of the review. This will help mitigate any disruptions to the tracking of school and system performance.

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SUPPLEMENTARY QUESTION**

QUESTION

37. Is it possible to add to RAM for successful schools a 'satisfaction of school needs' funding bonus to encourage schools to do more to achieve high-level results, in effect, an incentive for all schools to meet student needs through better outcomes?

ANSWER

The needs-based funding delivered through the Resource Allocation Model (RAM) ensures that every school receives a fair, efficient and transparent allocation of the state public education budget. The RAM funding model ensures funding is provided to NSW public schools based on the characteristics of those schools and the students within them.

The key drivers of needs-based funding are student need with funding delivered through approved methodologies that have a sound evidence-base and strong stakeholder support. The funding is adjusted annually to recognise student and school need and is consistent with the recommendations of the Gonski Review.

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SUPPLEMENTARY QUESTION**

QUESTION

38. Given that CESE found Reading Recovery to be a disappointing program and the NSW Government announced its abolition, why are Principals and teachers allowed to piece it back into classroom literacy programs, to make any use of it at all?

ANSWER

In 2015, the Centre for Education Statistics and Evaluation (CESE) published an evaluation indicating the benefits from Reading Recovery achieved by students in the short term were not sustained. From 2019, the Department of Education transitioned to a new model of funding support for Literacy and Numeracy early intervention.

All schools with a K-6 enrolment receive an annual literacy and numeracy resource allocation. Principals have the flexibility to use their school funding and resources to meet the needs of their students, personalising support and identifying teacher professional learning needs.

All schools have access to effective reading professional learning, which explores the practical application of evidence-based teaching of reading. The professional learning includes advice on how to teach phonological awareness and phonics, explicitly and systematically. Since 2018 over 4,000 teachers have participated. The professional learning is a companion to the 2016 CESE Literature Review 'Effective Reading Instruction in the Early Years of School' (2016).

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SUPPLEMENTARY QUESTION**

QUESTION

39. Is it still the Government's policy, as per its announcement last year, to reduce the number of school-based tests in NSW "to reduce excessive student stress"?

ANSWER

New school-based assessment requirements came into effect for Year 11 from 2018 and Year 12 from 2019. The changes were implemented as part of the Stronger HSC Standards reforms announced in 2016. The reforms were designed to help motivate and challenge students to achieve at their highest possible level and reduce excessive stress. The changed requirements for school-based assessment in each Stage 6 course include:

- A cap on the maximum number of formal assessment tasks in two unit courses to three in Year 11 and four in Year 12.
- To ensure that evidence on student achievement is captured for a broad range of syllabus outcomes and standards, only one task may be a formal written examination per course, with a maximum weighting of 30% for the Year 12 course. A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period.
- There are mandatory components and weightings for both Year 11 and Year 12 courses. The HSC mark comprises 50% school-based assessment and 50% external NSW Education Standards Authority assessment (the HSC exams).

The new Stage 6 school-based assessment requirements apply to formal HSC assessments only (i.e. assessment tasks that contribute to the final HSC course mark). There are no limits on the number of informal assessments set by schools (i.e. assessments that do not contribute to the final HSC course mark).

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SUPPLEMENTARY QUESTION**

QUESTION

40. What is the number of tests in a school that produces acceptable levels of stress?

ANSWER

The Department of Education does not advise or expect schools to complete a set number of assessments other than external assessments nor is the department aware of any evidence or research on this topic.

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SUPPLEMENTARY QUESTION**

QUESTION

41. How do smart students from a poor and otherwise disadvantaged background display their ability and get ahead in terms of educational qualifications, thereby combatting the entrenched privileges others enjoy in society, if not by having their abilities tested and reported on in test results?

ANSWER

All students in NSW are able to display their learning in a number of ways, as appropriate to the setting and learning outcomes. In Years 3, 5, 7 and 9, students undertake a standardised test (NAPLAN), which enables them to demonstrate their ability in literacy and numeracy. By linking students' standardised test results with administrative data, we can analyse the learning growth and achievement of students from different backgrounds; for example, students with different language backgrounds, Aboriginal status and socio-economic status.

Schools are continually gauging students' learning during the lesson through formative assessment and informal observation by teachers. This informal, low-stakes assessment allows teachers to monitor student learning, identify gaps in understanding, and plan next steps. It enables teachers to modify the teaching and learning activities in the classroom to help improve student attainment.

Parents receive written reports twice a year, which summarise students' demonstrated achievement against syllabus outcomes, using an A to E grading system.

The Department of Education's new High Potential and Gifted Education policy promotes engagement and challenge for every student, regardless of background, in every school. The policy makes clear that it is the responsibility of every school to use objective, valid and reliable measures, as part of formative assessment, to assess high-potential and gifted students and identify their specific learning needs. It is then the responsibility of schools to implement evidence-based learning and teaching programs and practices that extend high-potential and gifted students beyond their current level of mastery, as informed by assessment, data and evidence.

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SUPPLEMENTARY QUESTION**

QUESTION

42. How will outcome-based budgeting help identify failing teachers in the schools system, beyond the 0.1% under-performers identified so far.

ANSWER

Outcome-based budgeting is intended to support the alignment of resources towards programs that have clear impact on the identified outcomes for the department. We know that the quality of teaching is the strongest in-school influence on student outcomes and the department is prioritising reforms to further improve teaching quality.

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SUPPLEMENTARY QUESTION**

QUESTION

43. How have NSW school results been so disappointing if only 0.1% of teachers are under-performing?

ANSWER

The department wants to see every teacher improve every year and improving the quality of teaching in our classrooms is one of the department's priority programs. This is based on international research about the differential impact that can be achieved on student learning by a good teacher.

The number of teachers placed on improvement plans provides only a partial picture of the performance of teaching workforce. The department has recently implemented a state-wide Teacher Performance Management and Improvement initiative where experienced school leaders provide shoulder to shoulder support to school executives to encourage them to address teacher performance issues. Evaluation of the TPMI pilot indicated that it was effective at assisting school leaders to address issues of poor performance in a greater number of cases, which informed the decision to scale.

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QUESTION

44. Was the Fairfax Media report on 29 June 2019 accurate that, “senior education officials (headed by CESE’s Jenny Donovan) are working on an ambitious alternative to NAPLAN that would track every student’s progress and use low-stakes classroom tests to check how well they grasp skills and concepts”?

- a. If so, what progress has been made since June and when will this be introduced?
- b. What potential does this hold for the comprehensive tracking of school and system-wide results?

ANSWER

A central finding of the 2018 Gonks Review to Achieve Educational Excellence in Australian Schools was that learning progressions can help teachers tailor their teaching to support students’ achievement through continuous learning growth. The Review found that aligned, online and on-demand assessments, combined with professional learning and resources, will aid the use and interpretation of learning progressions in order to maximise the learning growth and attainment of every student every year.

At the end of 2018 all states, territories and the Commonwealth signed the National School Reform Agreement and agreed to progress a ‘learning progressions and online formative assessment national initiative’ to investigate this recommendation.

In March 2019, three education agencies – Education Services Australia (ESA); Australian Curriculum, Assessment and Reporting Authority (ACARA); and the Australian Institute for Teaching and School Leadership (AITSL) under the governance of the Education Council – were tasked to undertake a six-month discovery phase to inform this national initiative, which began in May 2019. Dr Jenny Donovan, the Executive Director of the NSW Centre for Education Statistics and Evaluation was seconded to the role of Managing Director for the discovery phase of the initiative. The findings from the discovery phase will be reported to education ministers in December 2019 and a proposal for further development of the initiative including a timeline for implementation will be considered.

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SUPPLEMENTARY QUESTION**

QUESTION

45. What value does the Government see in the June 2019 Grattan Institute report recommendation for schools to publish their teaching methods/pedagogy on the My School website?

ANSWER

The Department of Education supports the clear provision of information by schools to their communities, especially about teaching and learning, but is mindful of the burden involved in increasing reporting requirements on schools.

Schools have many ways for communicating with current and prospective families in their community. School websites, community meetings (e.g. P&C meetings), School Plans and annual reports are all vehicles for schools to identify their key priorities and the strategies they have in place for delivering on these, which may include key approaches to teaching and learning.

Schools also have the opportunity to include information relating to their teaching methods/pedagogy on the My School website, under the school profile tab.

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QUESTION

46. Is it possible to use “the value-add from Best Start Kindergarten to NAPLAN year 3 and then it is tracked year 3 to 5” (Ms Egan’s evidence) as part of a NSW primary school achievement certificate for all students at the end of Year 6, primary years?

ANSWER

Value-added measures are school-level measures not student-level measures. Therefore it is not possible to use value-add for student-level reporting or certification.

Value-added measures are based on learning growth and used by schooling systems to indicate the contribution that a school makes to student learning, over and above the contribution made by the average school.

The department’s Centre for Education Statistics and Evaluation (CESE) has developed a set of value-added measures for NSW government schools that adjust for factors outside the control of schools, such as students’ Socio-Economic Status.

Further information on value-added measures, including their use, interpretation, and what they tell us about the factors influencing student outcomes is available on the CESE website, here:

<https://www.cese.nsw.gov.au/publications-filter/value-added-measures>

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QUESTION

47. In relation to the answer by Mark Scott on Notice from Budget Estimates concerning 'growth mindset' research, does the Department acknowledge:

a. with regard to school-based mindset interventions creating a growth mindset and consequently improved academic achievement, there are more studies showing little or no impact than studies showing a significant positive impact?

b. of the studies listed in the Scott answer, the only one that looks directly relevant is the Yeager (2019) study done in the US. It found a moderate improvement in GPAs after a very small mindset intervention, which is pretty remarkable. But a recent study by the EEF in the UK found no impact of a mindset intervention on academic achievement <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/changing-mindsets> and meta-analyses have found weak/mixed results: https://www.creatinggrounds.com/uploads/9/6/2/4/96240662/meta-analysis_growth_mindset.pdf

c. attempts to replicate the original studies by Dweck have not successfully done so. <http://mrbartonmaths.com/resourcesnew/8.%20Research/Mindset/Mindset%20replication.pdf>

d. the studies listed in the answer that have 'personal best goal setting' as the variable are not the same thing as 'growth mindset', rendering it disingenuous to include them as evidence?

ANSWER

The Department of Education is informed by leading local and global research, including through the department's own Centre for Education Statistics and Evaluation.

a. According to Martin (2015), two constructs that fall under the growth mindset framework are implicit theories about intelligence (see Note 1) and growth (personal-best) goals (see Note 2).

The evidence of the effectiveness of growth mindset interventions in the context of implicit theories about intelligence on academic achievement is mixed. A recent meta-analysis (Sisk et al 2018) examines 43 effect sizes and find that 37 effect sizes (86%) are not significantly different from zero; one effect size is significantly and negatively different from zero; and five effect sizes (12%) are significantly and positively different from zero. Overall, the meta-analysis also shows that effects are stronger for students from low socio-economic backgrounds or students who are academically at risk.

However, there is clearer evidence that interventions framed around personal-best goal setting (see Note 2) have a positive effect on academic

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achievement. Based on research conducted among Australian schools, Martin (2015) showed that growth goals are one specific behavioural approach for students to navigate their own implicit theories about intelligence.

As referenced in the earlier response to the question on notice, in Australia, primary students who set personal-best goals in mathematics improved more than students who did not (Ginns et al 2018). Students who were asked to set personal-best goals during a self-paced science education program reported higher science aspirations at the end of the program than students who had not set goals (Martin et al 2014). Similarly, Australian students participating in an annual mathematics assessment who were asked to set a goal improving on their previous year's achievement attained considerably higher scores than students in a control group (Martin and Elliot 2016).

Longitudinal survey research shows that, among NSW and Victorian secondary students, personal-best goal setting buffers against disengagement from school (Burns et al 2019). It further shows that goal-setting can foster a growth mindset more generally as students begin to attribute success and failure to their effort. In a cross-lagged panel analysis of longitudinal survey data of Australian secondary school students, Martin (2015) shows that personal-best goals in one year affect students' growth mindset in the second year.

- b. The mixed evidence for the studies based on implicit theories about intelligence (see Note 1), as also shown in Yeager et al (2019) and EEF (2019), is likely due to differences in the intervention context and methodology itself. For example, the EEF studied in-person interventions among Year 6 students as well as teachers across England, where growth mindset theory is in widespread use and any intervention effect difficult to discern. Yeager et al (2019) examined the effect of an online intervention on Year 9 students across the United States.
- c. The cited study draws on interventions based upon implicit theories about intelligence (see Note 1) for which the evidence is mixed. Many similar studies drawing on implicit theories about intelligence show no significant effect on learning.
- d. As noted in (a), Martin (2015) has established that growth or personal-best goals as a construct fall under the growth mindset framework. Based on his research among Australian schools, Martin goes on to state that because findings supported more of a bottom-up model, intervention seems to be best directed at growth goals as a means of promoting incremental theories (growth mindsets) and reducing entity theories (fixed mindsets).

Notes Q47

- (1) *Implicit theories about intelligence*. As described by Dweck et al (see Dweck 2000), individuals develop theories, implicit beliefs, and deeply held schema about human attributes to explain and understand their world. Implicit theories

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about intelligence broadly refer to individuals' belief that intelligence is something that is fixed (an 'entity' view) or something that is malleable (an 'incremental' view).

- (2) *Growth (PB) goals*. Growth goals (elsewhere referred to as 'personal best', PB goals) are defined as specific, challenging, competitively self-referenced targets towards which students strive.

References Q47

Burns, E, Martin, A, & Collie, R 2019, 'Understanding the role of personal best (PB) goal setting in students' declining engagement: A latent growth model', *Journal of Educational Psychology*, vol. 111, no. 4, pp. 557-572.

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Ginns, P, Martin, A, Durksen, T, Burns, E & Pope, A 2018, 'Personal best (PB) goal-setting enhances arithmetical problem-solving', *Australian Educational Researcher*, vol. 45, pp. 533-551.

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Sisk, V et al 2018, 'To what extent and under what circumstances are growth mindsets important to academic achievement? Two meta-analyses', *Psychological Science*, vol. 29, pp. 549-571.

Yeager, D et al 2019, 'A national experiment reveals where a growth mindset improves achievement', *Nature*, vol. 573, pp. 364-369.