

PARLIAMENTARY COMMITTEE NO. 3 – EDUCATION
Inquiry into Measurement and Outcome Based Funding in NSW Schools
QUESTIONS ON NOTICE
NSW EDUCATION STANDARDS AUTHORITY

QUESTION No. 1 – Teacher Accreditation Authorities and Teaching Standards

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The Hon. ANTHONY D'ADAM: Has there been any circumstances where you have not agreed with the accreditation authority?

The Hon. SCOTT FARLOW: How many of those?

ANSWER

There have been a total of eighteen instances where Teacher Accreditation Authorities (TAA) have made accreditation decisions that are contrary to the Moderating and Consistency Committee's (MCC) advice to the TAA.

Fifteen were against the MCC's advice not to accredit and three were against the MCC's advice to accredit.

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QUESTION No. 2 – Thematic Review of Writing

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Mr DAVID SHOEBRIDGE: When was it submitted to the Minister and which Minister?

Mr DAVID SHOEBRIDGE: The current Minister or the previous Minister is what I am asking?

ANSWER

The report on the Thematic Review of Writing was first submitted to the former Minister for Education, the Hon. Rob Stokes, for approval in late 2018.

The report was again submitted for approval to the current Minister for Education and Early Childhood Learning, the Hon. Sarah Mitchell, in mid-2019.

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QUESTION No. 3 – Highly Accomplished and Lead Teacher Targets & NSW Treasury Budgeting

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The Hon. COURTNEY HOUSSOS: Has NSW Treasury as part of its budgeting process asked you how many you are anticipating?

ANSWER

Yes. NESA provided a 2019-20 forecast of 284.

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QUESTION No. 4 –Teacher Suspensions 2017-2019

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The Hon. ANTHONY D'ADAM: How many suspensions have you implemented?

The Hon. COURTNEY HOUSSOS: Can you give us how many suspensions you did this year, how many suspensions you did last year, and the year before that— whether it is financial years or whatever.

ANSWER

The following data is set out in calendar years.

| Number of teachers who have lost their accreditation 2017 – 2019 for failing to meet the Standards | |
|---|---------------|
| Year | Number |
| 2017 | 2076 |
| 2018 | 832 |
| 2019 to date | 189 |
| TOTAL | 3097 |

Notes:

The accreditation of teachers is underpinned the Australian Professional Standards for Teachers (the Standards). The data in the table reflects the **three** ways teachers can lose their accreditation to teach for failing to meet the Standards:

1. Failing to meet the Proficient Teacher Standards within their accreditation timeframe

A teacher's accreditation ceases if they are unable to demonstrate teaching practice at the level of the Proficient Teacher Standards by the end of their accreditation timeframe. The majority of teachers have 5 years to demonstrate that they meet the Standards. A person whose accreditation has ceased cannot work as a teacher.

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2. Failing to maintain their teacher accreditation by completing mandatory accreditation requirements within an accreditation timeframe

NESA removes a teacher's accreditation if they do not complete mandatory accreditation requirements including professional development by the end of their 5 or 7 year maintenance period.

3. Failing to demonstrate that they continue to meet the Standards

NESA removes a teacher's accreditation if they fail to demonstrate that their teaching practice continues to meet the Standards. These teachers are provided with support to address the Standards they are failing to meet. Teachers who continue to fail to meet the Standards are removed from the teaching profession.

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QUESTION No. 5 – Reports of teacher practice failing to meet standards (2017-2019)

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Mr DAVID SHOEBRIDGE: How many of those reports—again we could go back over the last few years-

Mr DAVID SHOEBRIDGE: We asked a couple of questions about data. Can you break it down by sector—or "employers" as you like to describe them—when you give us the data?

The following datasets are set out in calendar years.

ANSWER

| Teachers who have had their accreditation removed per sector 2017 - 2019 | |
|---|-------------|
| Government | 2150 |
| Catholic systemic | 237 |
| Independent | 273 |
| Early Childhood | 24 |
| Non-School-based employers | 32 |
| Not attached to any employer | 265 |
| Total | 2981 |

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QUESTION No. 6 – Teachers Failing to Maintain Accreditation (2017-2019)

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The Hon. COURTNEY HOUSSOS: Can we ask how many teachers have lost their accreditation?

Mr DAVID SHOEBRIDGE: If we did not already.

Mr DAVID SHOEBRIDGE: If you can just break it down it would be really helpful.

ANSWER

Teachers who have lost their accreditation – categorised according to reason

| 1. Number of teachers who have lost their accreditation 2017 – 2019 for failing to meet the Standards | |
|--|---------------|
| Year | Number |
| 2017 | 2076 |
| 2018 | 832 |
| 2019 to date | 189 |
| TOTAL | 3097 |

| 2. Teachers who have lost their accreditation through misconduct | |
|---|-----------|
| 2017 | 13 |
| 2018 | 24 |
| 2019 to date | 16 |
| Total | 53 |

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| 3. Failing to have a current Working with Children Check | |
|---|--------------|
| 2017 | 13 |
| 2018 | 2330 |
| 2019 to date | 1473 |
| Total | 3816* |

Note: The first clearances were issued in 2013 therefore 2018 marked the 5 year anniversary for teachers to renew their clearance. This explains the spike in numbers in 2018.

*The suspension of 1821 teachers has been removed after they supplied NESAs with a WWCC clearance.

| 4. Failing to pay accreditation fees | |
|---|---------------|
| 2017 | 189 |
| 2018 | 2 |
| 2019 to date | 5862 |
| Total | 6053** |

Note: NESAs did not implement a large scale suspension process for failing to pay fees in 2018. This was the first year of accreditation for 80 000 teachers and there was a number of technical difficulties associated with the online teachers portal.

**The suspension of 892 teachers has been removed after they paid their outstanding fees.

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QUESTIONS No. 7 and 8 – Data Sharing with Education Sectors

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The Hon. MATTHEW MASON-COX: I just wondered whether the Catholic Schools NSW or the independent sector had approached you under an MOU to set up a data-sharing arrangement? Have you had any approaches to do that so that you could share information about system improvements, student performance outcomes data and those sorts of things?

ANSWER

NESA has established information sharing arrangements with both Catholic Schools NSW (CSNSW) and the Association of Independent Schools of NSW (AISNSW), under section 16 of the NSW Education Standards Authority Act 2013, No. 89, to enable those authorities to undertake analysis regarding student and system performance.

NESA shares identified Higher School Certificate (HSC) and Record of School Achievement (RoSA) student attainment data, NAPLAN student attainment data and HSC minimum standard test attainment data with CSNSW for students attending Catholic schools.

NESA shares identified NAPLAN student attainment data with AISNSW for students attending independent schools. NESA and AISNSW are in the process of developing an arrangement to share HSC minimum standard student attainment information.

These arrangements are in addition to NESA making relevant data available to all schools for their students.

The Hon. MATTHEW MASON-COX: In principle, de-identified data, you would not have an in-principle problem with that being shared?

The Hon. MATTHEW MASON-COX: Great. I am glad to hear that. Perhaps you can just take that on notice and give us some timings.

ANSWER

NESA currently has formal information sharing agreements in place for sharing identified student attainment data (HSC and RoSA, NAPLAN and HSC minimum standard tests) with both the Department of Education (DoE) and Catholic Schools NSW (CSNSW), and identified NAPLAN student attainment data with Association of Independent Schools of NSW (AISNSW), for students attending schools in those respective sectors. These agreements enable those authorities to undertake analysis regarding student and system performance in their schools.

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NESA has had a long-standing information sharing agreement with the DoE for the provision of HSC and RoSA student attainment data.

During 2018 and 2019, NESA finalised updated agreements with the each school sector in relation to the provision of NAPLAN student attainment data, and with CSNSW for the provision of HSC and RoSA student attainment data. Agreements with DoE and CSNSW in relation to student attainment in HSC minimum standard tests were also finalised in 2018 and 2019 respectively.

All teacher accreditation authorities (for example schools and dioceses) and other entities listed in the Teacher Accreditation Regulation have the right (under the Teacher Accreditation Act 2004, No. 65) to access the teacher accreditation list, held by NESA, for the purposes of maintaining professional teaching standards. This list includes the accreditation status of all teachers.

NESA maintains an on-going dialogue with representatives of all schooling sectors to ensure relevant data is made available for the purpose of research and system improvements. These discussions are multilateral between NESA and the sectors to ensure school sectors receive equitable access to data held by NESA for these purposes. Information sharing arrangements under section 16 of the NSW Education Standards Authority Act 2013 are concluded on a bilateral basis between NESA and each partner organisation based on an identified and agreed purpose and specified dataset.

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QUESTION No. 9 – Teacher Accreditation Process across jurisdictions

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Mr DAVID SHOEBRIDGE: I just find it strange. It is a very strange system that accredits teachers when the accreditation authority has never actually observed their teaching. I am just wondering how that compares with other jurisdictions across the country. Do you know?

ANSWER

In all other seven Australian jurisdictions, the accrediting authority (universally called 'registering' authority in those jurisdictions) formally grants Full Registration (identical to NSW accreditation at Proficient Teacher).

It does so in all cases on the recommendation of the nominated school based person or panel who reviews the teacher's evidence of practice against the teaching standards, including school-based observation of classroom teaching.

In none of these jurisdictions are there inspectors who go out to schools to observe the teaching or review the evidence for the purposes of gaining Full Registration.

All interstate regulatory authorities have the capacity to audit the school-based recommendations on a random basis, and if uncertain about the recommendation, require the evidentiary portfolio to be submitted for review.

This capacity compares with NSW, where the school-based Teacher Accreditation Authority (TAA) is the actual decision maker. The TAA implements the processes mandated by NESA that require the observation of teaching as part of the assessment of evidence.