Transcript
Question 1, page 29

The Hon. ANTHONY D'ADAM: They were not in the package of material that got sent through, but I would appreciate some information about how those two elements are used. I suppose what I would like to get to is: How is this instrument being used and why is not the central metric for the department, rather than NAPLAN, which seems to be the other principle metric that is being used in general discourse around educational performance? Why is Tell Them From Me survey not more pronounced in the work of the department?

Ms HARRISSON: I will kick off with some background to the survey. It is operated out of the Centre for Education Statistics and Evaluation [CESE]. The Tell Them From Me survey has been running in schools for a number of years. Schools have opted in to use that survey as part of their own assessment of where they are at and the things they would like to focus on. You will find high schools opting in to the survey for particular cohorts of students at particular times to see how they are tracking. We are now looking to make that a mandatory survey across the system. We will be looking to start the implementation of that from next year. There are currently two survey windows each year, and it will probably be in the second half of the year that the survey becomes a mandatory requirement. That is happening for exactly the reasons that you have stated: that we think it is a really central measure and that we want to look at the sense of belonging that students have with their schools and their peer groups, because we know that there is a very strong correlation between that and learning outcomes. We are very clear that we want to look at this because it improves educational outcomes, as well as the overall wellbeing of the whole child. That survey, as it becomes more embedded, will absolutely become the base of measures and performance throughout the system. We will expect people to be using Tell Them From Me as a part of the target setting process if they are looking at those wellbeing indicators. We are also looking at other indicators such as attendance within that context and how they play into the overall mix. We are very happy to provide you with a parent and teacher survey on notice.

ANSWER
We enclose copies of the parent and teacher surveys (**TAB A**). However, as they contain commercially sensitive intellectual property that belongs to the third-party survey provider, we are contractually obliged to ask that these remain confidential and not be made public.

Transcript
Question 2, page 30

The Hon. ANTHONY D'ADAM: On notice, could you please provide the specific number of schools that participate, how many are locked in and how many participate in one but not the other in terms of the elements of the survey? Is there a limitation in terms of the proprietary model? Does that place any limits on the way the data can be used? Who owns the data?

Mr DIZDAR: I think it is best if we take those questions on notice. Our folk who lead this in the CESE would have ensured that the system data is available for us to use at a system level, because we have been doing that for a fair while; and that the school would have the individual data. But we will take on notice the specifics for you. I would not want to get that wrong. With all of our engagements around surveys and action research pieces that are going to give us evidence and data at a system level, we are highly cognisant of the protection mechanisms around the privacy of that information, as well as being able to feed it back to the participants who have provided that information. We will take that on notice.

ANSWER

The Tell Them From Me (TTFM) surveys capture the views of students, parents and teachers in NSW public schools. The student survey is conducted in Term 1, with an optional second student survey in Term 3. The student survey is validated for students in Years 4 to 12. Parent and teacher surveys are offered in Term 3.

In 2019, 1630 schools took part in at least one of the survey elements:

Survey type	Number of schools participating in 2019
Student survey, Term 1	1,507
Student survey, Term 3	1,077
Teacher survey	975
Parent survey	1,023

1,000 schools took part in both student surveys and another 584 schools in one student survey. 46 schools participated in either the teacher or the parent survey but not in any of the two student surveys. 801 schools participated in the teacher, parent and at least one student survey.

The TTFM suite of surveys are offered to all NSW public schools. The Centre for Education Statistics and Evaluation (CESE) engages The Learning Bar to administer the surveys.

Under the current contract with The Learning Bar, all collected data is the exclusive property of the department. The department has an agreement with The Learning

Bar that allows the department to publish data relating to specific survey questions where this does not compromise the commercially sensitive nature of the intellectual property contained in the questions. In practice, this is not a constraint for the department as the bulk of its reporting is at the measure level (a statistically valid aggregation of a handful of questions) which is not restricted.

Transcript
Question 3, page 33

The Hon. ANTHONY D'ADAM: Was there an evaluation of the Bump It Up strategy for the 137 schools?

Mr DIZDAR: Of the 137 schools—please do not hold me to the numbers; I am happy to give the numbers back to the Committee—91 of them showed improvement in reading and numeracy compared to where they were in 2016.

The Hon. ANTHONY D'ADAM: Was a proper evaluation done?

Mr DIZDAR: I was just getting to the outcome results.

The Hon. WES FANG: You have got to let the man finish.

Mr DIZDAR: About a quarter of them actually met the target that had been set. So 91 moved forward. About a quarter there met the target. We have done a lot of field analysis with these sites on the journey to ascertain great information across educational services and school operations about what does work and did not work. One of the things that has come clear is the importance of providing tailored support to that area of need. So if, for a particular school, it is in reading expertise, how do we partner with that school in a sustained fashion to build staff capacity, confidence, skill set around reading pedagogy, for instance, and this is where our tailored support is now moving with my colleague Ms Harrisson.

The Hon. ROSE JACKSON: Excuse me if my questions are a bit ignorant. I am new to this Committee. Is it your evidence that three quarters of the schools that participated in the initial program did not meet the targets that they had set and, yet, your assessment was that this was so successful that you would want to roll it out statewide?

Mr DIZDAR: I commit to coming back to the Committee with the numbers. It is a good call-out because that is part of the learning as well. How we laid down these targets with those schools—

ANSWER

The Bump It Up strategy was introduced in 2016 targeting 137 schools with the greatest potential to improve the proportion of students achieving in the top two NAPLAN bands for literacy and numeracy. Targets were set for each school to be realised by 2019.

In 2017, after one year of the program, 33 Bump It Up schools (24%) met their 2019 targets. In 2018, 38 schools (28%) met their 2019 targets.

Based on 2019 results, 45 Bump It Up schools (33%) have met their targets. In total, 92 schools (67%) have improved by at least 2 percentage points in the proportion of students in the top two bands from the base years 2014/2015.

Transcript
Question 4, page 36

The Hon. SCOTT FARLOW: One other quick point in terms of the 25 per cent: Looking at the press release that was issued with Bump It Up, it was 25 per cent in the first year, is that right? Was there a longer time frame that was envisaged as part of that trial for those 137 schools?

Ms HARRISSON: Those targets were set in 2016 to be realised by 2019. Some 25 per cent did reach that target in the first year.

The Hon. SCOTT FARLOW: So in the first year, from 2016 to 2017, 25 per cent reached that target?

Ms HARRISSON: Yes.

The Hon. SCOTT FARLOW: So we are not talking about 25 per cent across the whole program; we are talking about 25 per cent achieving their three-year target within one year?

Ms HARRISSON: Yes. We will come back and confirm the actual numbers across each of the years, if that would be helpful for the Committee.

The CHAIR: Thank you. You can take that on notice.

ANSWER

The Bump It Up strategy was introduced in 2016 targeting 137 schools with the greatest potential to improve the proportion of students achieving in the top two NAPLAN bands for literacy and numeracy. Targets were set for each school to be realised by 2019.

In 2017, after one year of the program, 33 Bump It Up schools (24%) met their 2019 targets. In 2018, 38 schools (28%) met their 2019 targets.

Based on 2019 results, 45 Bump It Up schools (33%) have met their targets. In total, 92 schools (67%) have improved by at least 2 percentage points in the proportion of students in the top two bands from the base years 2014/2015.

Transcript
Question 5, page 39

The CHAIR: That is what it is known as, the ongoing improvement function?

Ms HARRISSON: It is known as tailored support within the organisation.

The CHAIR: It is known as tailored support and you have got 600 staff who are involved?

Ms HARRISSON: Who are part of it but many of them have multiple roles, including complex case management, would be an example of the other work they do. So, for individual students.

The Hon. ANTHONY D'ADAM: Is there a work schedule or work plan for that work?

Ms HARRISSON: We have individual agreements with schools around the work that we are doing in each school.

The Hon. ANTHONY D'ADAM: Is there a document that you could provide to us that would detail the work that is being done?

Ms HARRISSON: I could provide you with some examples of that, yes, absolutely. And this work came out of the educational services review that we undertook in 2017 where we went and asked our schools, "What is the support you need?" We have been relentlessly going through and making sure that is the support we are providing. They asked for support in curriculum, we provided far more support in syllabus areas than we have for a while in ways that more teachers can access, bite-sized opportunities and new syllabus available at any time for a teacher to—

ANSWER

Tailored support for schools is based on where they are in their improvement journey. Services are recommended and designed for schools in a very specific, individual way, rather than the previous 'one size fits all' approach. Because support is closely tailored to individual school needs and contexts, the evidence suggests it is more likely that schools will improve.

The model supports schools by building the capacity of school staff through enabling knowledge, skills and expertise, and facilitating collaboration with Directors Educational Leaders (DELs), School Services personnel, department specialists and external agencies. The model plays a critical role in bringing the work of the broader department together to deliver improved outcomes for students.

A range of data is available to be used to provide a picture of individual schools in a network. This includes Scout data detailing student performance, School Excellence Framework assessments, suspension and attendance information and school plan priorities.

The level, type and duration of tailored support ranges from school to school. A tracking tool, incorporating data and advice from schools identifies emerging areas

for support. This enables School Services to have a system wide view of the support requested by schools, enabling resources to be coordinated and matched so they can best support schools, wherever they are on their improvement journey.

Attachment A outlines the topics and number of schools working in these areas as at 09/12/2019.

School Services personnel in consultation with DELs and Principals co-design an Agreement of Tailored Support. This information outlines who is responsible for providing the tailored support and includes metrics for identifying impact and or change, and timeframe for support. **Attachment B** details examples of these agreements of support for:
- XXXXX School (pages 1-4)
- XXXXX School (pages 5-8).

Attachment B assigns a rating to schools based on where they are on their improvement journey during the strategic services – tailored support process. The rating can relate to any of the questions listed below. The rating questions are found throughout the service delivery case summary.

What is the current capacity of school staff to deliver on this identified topic prior to service delivery?

> Limited / below average / average / above average / high

How well does the nominated support topic match my school's strategic priority for this year?

> 1. The nominated topic aligns with the school plan strategic direction/s and is a priority this year.
>
> 2. The nominated topic aligns with the school plan strategic direction/s but is not the priority this year.
>
> 3. The nominated topic does not align the strategic direction/s for my school but is a priority this year.
>
> 4. The nominated topic does not align the strategic direction/s for my school and is not a priority this year.

Is our service delivery meeting your expectations?
> To a great extent / considerably / moderately / slightly / not at all

Has this process contributed to your school improvement journey?
> To a great extent / considerably / moderately / slightly / not at all

What is the level of staff capacity to deliver on the topic after service delivery?
> limited / below average / average / above average / high

Topic (As at 09/12/2019)	Schools
Build capacity of leaders of learning to implement the Mathematics syllabus through a CoP	9
Building effective learning and support teams	29
Building High Impact Leadership Teams to Embed High Expectations	1
Building successful teams, collaboration, learning communities and leading change	38
Community of Schools Common Reading Practice	3
Effective Classroom Practice	32
Effective implementation of curriculum policy and practices-primary	12
Effective implementation of curriculum policy and practices-secondary	4
Embedding formative assessment in learning and teaching	64
Engaging communities in learning partnerships	4
Engaging students to improve attendance	6
Enhancing disability education	13
Fostering data informed practice to develop student growth	29
Fostering differentiated learning to meet individual student learning and wellbeing needs	18
High Impact Strategy	9
HSC Minimum Standard	8
Improving Aboriginal student outcomes through connection	2
Improving attendance systems and processes	15
Improving teaching and learning programs	15
Leading a culture of high expectations, trauma informed practice, behaviour management	5
Pedagogical initiatives to support future focused learning	9
Successful transition	13
Support with HSC performance	3
Support with stage 6 curriculum	5
Support with syllabus implementation K-6	6
Supporting leadership teams	4
Supporting the implementation of the Literacy and Numeracy Strategy 2017-2020	97
Whole school approach to behaviour management	10
Whole school approach to wellbeing	40

Explanation of ratings used in Attachment B

Attachment B assigns a rating to schools based on where they are on their improvement journey during the strategic services – tailored support process. The rating can relate to any of the questions listed below.

What is the current capacity of school staff to deliver on this identified topic prior to service delivery?
Limited / below average / average / above average / high

How well does the nominated support topic match my school's strategic priority for this year?

1. The nominated topic aligns with the school plan strategic direction/s and is a priority this year
2. The nominated topic aligns with the school plan strategic direction/s but is not the priority this year
3. The nominated topic does not align the strategic direction/s for my school but is a priority this year
4. The nominated topic does not align the strategic direction/s for my school and is not a priority this year

Is our service delivery meeting your expectations?
To a great extent / considerably / moderately / slightly / not at all

Has this process contributed to your school improvement journey?
To a great extent / considerably / moderately / slightly / not at all

What is the level of staff capacity to deliver on the topic after service delivery?
limited / below average / average / above average / high

Service Delivery - Service Delivery in progress

Case Created Date	13/03/2019	Year	2019

−School Details - XXXXXX School

School	XXXXX School
Principal Network	Central Coast
Operational Directorate	Regional North
School Code	XXXX

−Service Planning

School Principal	☐
DEL	☐
PEO Service Manager - LT&L	☐
PEO Service Manager - L&W	☐
Strategic Direction based on the school plan	Direction 2　Succeed
SEF (Schools Excellence Framework) identified Area	Teaching Effective Teaching Practice Professional Teaching- Literacy and Numeracy
DEL identified school need	Confidence in implementation of learning progressions in an ED BD setting for students in years 5-10
Support resources, Programs and Services discussed	LaNSAs　Learning and Wellbeing team
Expected change in practice by the school and/or expected impact from receiving Strategic Support	An increase in the staff capacity to deliver evidence based practice and effective assessment processes
Proposed Strategic Service lead	Learning Teaching and Leadership
Planning Meeting Sign-off date	13/03/2019
Service Planning - PEO proposed Topic	Supporting the implementation of the Literacy and Numeracy Strategy 2017-2020
Service Planning - PEO proposed Topic - Other	

−Service Mapping

Service Mapping - agreed Topic	Supporting the implementation of the Literacy and Numeracy Strategy 2017-2020
Service Mapping - agreed Topic - Other	
Service Mapping Comments	New Topic
ED Topic Sign-off date	10/05/2019

−Agreement of Service

Service Agreement - Topic in agreement

What is the level of staff capacity to deliver on the topic prior to service delivery?

How well does the nominated support topic match my school's strategic priority for this year?

	Focus Area	Start Date	End Date	Status
🔍✏️	Developing Staff Understanding of the Writing Progressions- Creating Texts	Thu 25 Jul 2019 (Actual)	Wed 04 Dec 2019 (Proposed)	In Progress
	Notes: 28/10/19 10:40 Hopefully will be completed late term 4 or during term 1.			
🔍✏️	Development of Appropriate Senior Pathways/ NESA compliance	Fri 23 Aug 2019 (Actual)	Wed 04 Dec 2019 (Proposed)	Planned
	Notes: 28/10/19 10:35 Meeting with DEL 15/10. Decision to continue into early 2020 to ensure HSC systems and policies in place are NESA compliant and new VET course established. Literacy focus area nearing completion but may continue into early 2020			

School based School Services team

School Services NSBTS staff

Agreement sign-off date

− Service Delivery

Service delivery commencement date   12/06/2019

▽ Focus Area - Developing Staff Understanding of the Writing Progressions- Creating Texts

	Activity	Status	Person	Start Date	Outcome	End Date
🔍✏️	School Contact	Complete		2019		Fri Sep 20 2019
	Notes: 20/09/19 13:48 Email contact on the following dates: 1/07- Follow up from meeting 2/07-Return email to Principal to confirm dates 12/07- Discussion on tailored support session 21/07- Confirmation of dates and action plan 24/07- Discussion on resource being created for tailored support 25/07- Follow up email from yesterdays phone call 12/08- BSY7 opt in email 16/08- Powerpoint sent to Principal for reviewing					
🔍✏️	School Contact	Complete		2019	Successful contact	Fri Sep 20 2019
	Notes: 20/09/19 13:57 Phone call contact with school Principal: 2/07 23/07 13/08					
🔍✏️	Deliver professional learning session	In Progress		2019		

Activity	Status	Person	Start Date	Outcome	End Date
Notes:					
20/09/19 14:23	PLAN2 overview was done very quickly, may have to support further in this are. Next visit they are wanting teaching strategies to improve students writing in particular vocab.				

▽ Focus Area - Development of Appropriate Senior Pathways/ NESA compliance

Activity	Status	Person	Start Date	Outcome	End Date
🔍 ✏️ Face to face meeting	In Progress		2019	Achieved meeting objectives	
Notes:					
20/09/19 16:28	Meeting with XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX As this is the first year that XXXXXXXX have offered HSC to students, discussion surrounding support/mentor for XXXXXXXX(who is not Food Technology trained), patterns of study for future students and offered support to assist HSC monitoring.				
🔍 ✏️ Source information – related to Topic Area or Focus area	Complete		2019	Resources provided	Tue May 14 2019
Notes:					
20/09/19 16:32	Spoke to the principal regarding students and whether they had to sit the HSC exam for Food Technology. After confirming that they did have to sit the examination to achieve the HSC, I contacted NESA to discuss disability provisions for these students. An email confirmation of my discussion with NESA was sent to XXXXXXX for her to follow up appropriately.				
🔍 ✏️ Face to face meeting	In Progress		2019		
Notes:					
20/09/19 16:40	Meeting with XXXXXXXXXXXXXXXXXX to look through current HSC practices. Advice given in relation to NESA and DoE requirements. Follow-up support provided via email for their Assessment Schedule, Assessment Task/s and outcomes. Additional information provided surrounding Assessment and Reporting requirements. XXX provided additional support and direction. Follow up will be provided to support students starting next year. XXXXXX is providing mentoring at the school level for the rest of this year.				

Add a new Activity and select the Focus Area

Service delivery completion date

−Service Review

Has this process contributed to your school improvement journey?

What is the level of staff capacity to deliver on the topic after service delivery?

Agreement of Service Completion Date

−General

Comments	☐ (21/11/2019 3:06 PM): Due to school being unable to find dates to complete Plan2 training in term 4, this will continue into early term 1. The HSC compliance training will be finalised early term 1 2020. This should complete this Service Agreement. There may be a new agreement developed in 2020 with a Curriculum focus to further support the school delivering Stage 6 courses.
	☐ (28/10/2019 10:59 AM): Discussion with DEL 15/10. Service delivery in the literacy aspect will conclude at the end of term 4, however the wotk on HSC curriculum will continue into term 1.
	☐ TPMI Service (25/06/2019 7:04 PM): School has a focus on improving writing skills for their boys so that they can achieve the Minimum Standard and being able to provide suitable pathway opportunities for their students who are not always able to attend mainstream schools.
Attachments	signed XXXXXXX1.docx

Service Delivery - Service Delivery in progress

Case Created Date	15/03/2019	Year	2019

−School Details - XXXXX School

School	XXXXXX School
Principal Network	Rural South and West
Operational Directorate	XXXXX
School Code	

−Service Planning

School Principal	☐
DEL	☐
PEO Service Manager - LT&L	☐
PEO Service Manager - L&W	☐
Strategic Direction based on the school plan	Increased proportion of students achieving proficiency in line with the Premiers Priorities. 80% of students will achieve their expected growth in Numeracy, as indicated by the numeracy continuum/progressions. Yearly class room teacher audit on numeracy skills, knowledge and classroom implementation, indicating growth by all teachers
SEF (Schools Excellence Framework) identified Area	Curriculum and Learning - programs and teaching practices effectively develop the knowledge understanding and skills of all students
DEL identified school need	Numeracy focus in the high school areas using Naplan results, Value adding and trend data with a focus on Maths
Support resources, Programs and Services discussed	Curriculum Advisor and / or LANSA
Expected change in practice by the school and/or expected impact from receiving Strategic Support	To embed a whole school approach to numeracy, ensuring the most effective evidence–based teaching strategiesoptimise learning progress for all students, across the full range of abilities; resulting in improved student outcomes so that all students are numerate.
Proposed Strategic Service lead	Learning Teaching and Leadership
Planning Meeting Sign-off date	15/03/2019
Service Planning - PEO proposed Topic	Effective Classroom Practice
Service Planning - PEO proposed Topic - Other	

−Service Mapping

Service Mapping - agreed Topic	Effective Classroom Practice
Service Mapping - agreed Topic - Other	
Service Mapping Comments	New Topic
ED Topic Sign-off date	10/05/2019

−Agreement of Service

Service Agreement - Topic in agreement	Supporting the implementation of the Literacy and Numeracy Strategy 2017-2020
What is the level of staff capacity to deliver on the topic prior to service delivery?	
How well does the nominated support topic match my school's strategic priority for this year?	1. The nominated topic aligns with the school plan strategic direction/s and is a priority this year

Focus Area	Start Date	End Date	Status
School needs support to improve the outcomes of secondary students in Numeracy	Mon 16 Sep 2019 (Actual)	Tue 31 Dec 2019 (Proposed)	In Progress
Notes:			

School based School Services team	
School Services NSBTS staff Agreement sign-off date	5/07/2019

−Service Delivery

Service delivery commencement date	30/07/2019

▽ Focus Area - School needs support to improve the outcomes of secondary students in Numeracy

Activity	Status	Person	Start Date	Outcome	End Date
Deliver professional learning session	Complete		Tue Jul 30 2019	Successful session met objectives	Mon Sep 16 2019
Notes:					
16/09/19 09:33	Delivered PL session to all staff, K-10 on the learning progressions and focused on Quantifying Numer and Additive Strategies.				
Face to face meeting	Complete		Fri Jul 05 2019	Achieved meeting objectives	Tue Sep 17 2019
Notes:					
17/09/19 08:41	Please see attached file				

	Activity	Status	Person	Start Date	Outcome	End Date
🔍✏️	Deliver professional learning session	Complete		Tue Aug 27 2019	Successful session met objectives	Tue Aug 27 2019

Notes:

20/09/19 15:22	Presentation with information about NESA mandatory requirements, numeracy progressions and numeracy across KLAs All staff engaged Follow up with further links for staff

	Activity	Status	Person	Start Date	Outcome	End Date
🔍✏️	Deliver professional learning session	Complete		Tue Sep 24 2019	Successful session met objectives	Tue Sep 24 2019

Notes:

27/09/19 05:59	We facilitated a Whole school PL session emphasising numeracy across all KLA's. We also discussed the value of aligning whole school scope and sequences.

	Activity	Status	Person	Start Date	Outcome	End Date
🔍✏️	Face to face meeting	Complete		Fri Sep 27 2019	Achieved meeting objectives	Fri Sep 27 2019

Notes:

03/10/19 14:29	Please see attached meeting notes
03/10/19 14:27	Planning meeting held to discuss progress of the Tailored Support and to plan for and set dates for future school professional learning. Three further whole staff PL sessions to take place in term 4, inlcuding Scout data analysis , explicit teaching of mathematics and programming and whole school planning for mathematics.

	Activity	Status	Person	Start Date	Outcome	End Date
🔍✏️	Deliver professional learning session	Complete		Tue Oct 15 2019	Successful session met objectives	Wed Oct 16 2019

Notes:

16/10/19 10:42	Delivered PL session to all staff K-10, on familiarisation of Scout with a focus on numeracy and working mathematically.

	Activity	Status	Person	Start Date	Outcome	End Date
🔍✏️	Deliver professional learning session	Complete		Tue Nov 19 2019	Successful session met objectives	Wed Nov 27 2019

Notes:

27/11/19 14:29	Delivered professional learning to all K-10 staff around additive strategies and their link to the outcomes. Discussed Number Talks and the value of completing these on a daily basis. Highlighted the importance of building student engagement through providing a variety of hands on activites and rich learning expereinces that are directly linked to real world situations.
27/11/19 13:59	Please refer to PDF attached of Powerpoint presented.

	Activity	Status	Person	Start Date	Outcome	End Date
🔍✏️	Deliver professional learning session	Complete		Tue Dec 03 2019	Successful session met objectives	Wed Dec 04 2019

Notes:

04/12/19 08:42	Meeting with smal group of staff to plan for consistent whole school teaching of Maths. Shared resources and guided staff through the development of scope and sequence and program templates.

Add a new Activity and select the Focus Area

Service delivery completion
date

−Service Review

Has this process
contributed to your school
improvement journey?

What is the level of staff
capacity to deliver on the
topic after service delivery?

Agreement of Service
Completion Date

−General

Comments	☐ (19/11/2019 12:36 PM): Service delivery in progress and it is agreed the Agreement of Tailored Support will continue into 2020
Attachments	XXXXXX Agreement of Tailored Support V4 April 2019.docx

Transcript
Question 6, page 40

The CHAIR: On notice is it possible to get a breakdown of where the tailored support has been directed on behavioural issues, attendance, literacy, numeracy?

Ms HARRISSON: Yes, I can provide that. We are also currently looking at how we in a sense narrow but deepen our offer around tailored support into those things that we know will have the most impact.

ANSWER

The following schools have identified their tailored support focus on the above topics.

Topic: Whole School Approach to Behaviour Management
- Inverell High School
- Colo Vale Public School
- Rossmore Public School
- Bonnells Bay Public School
- Barraba Central School
- Woodenbong Central School
- Warialda High School
- Casula Public School
- Warialda High School
- Miller Public School

Topic: Engaging students to improve attendance and or Improving attendance systems and processes
- Airds High School
- North Nowra Public School
- Colyton High School
- Lake Illawarra High School
- Eagle Vale High School
- Thomas Reddall High School
- Ashford Central School
- Cessnock Public School
- Cessnock West Public School
- Kempsey High School
- Bellbird Public School
- Cessnock East Public School
- The Rivers Secondary College, Richmond River High Campus
- Springwood High School
- Bomaderry High School
- Glendale High School
- Belmont North Public School
- Swansea Public School
- Pelican Flat Public School
- Lake Munmorah Public School
- Mannering Park Public School

Topic: Supporting the implementation of the Literacy and Numeracy Strategy 2017-2020

- Tumbarumba High School
- Avalon Public School
- Ruse Public School
- Walters Road Public School
- Dural Public School
- Glenhaven Public School
- Greystanes High School
- William Bayldon Public School
- Samuel Gilbert Public School
- Jasper Road Public School
- Windsor Park Public School
- Windsor South Public School
- Cattai Public School
- Freemans Reach Public School
- Cranebrook High School
- John Warby Public School
- Schofields Public School
- Vaucluse Public School
- Holroyd High School
- Dobroyd Point Public School
- Figtree High School
- Maclean High School
- Macquarie Fields Public School
- Sylvania Heights Public School
- Sylvania High School
- Kentlyn Public School
- Harrington Park Public School
- Undercliffe Public School
- Parramatta East Public School
- HopeTown School
- Bardwell Park Infants School
- Valley View Public School
- Narara Public School
- Ballina Coast High School
- Marsden Park Public School
- Yeo Park Infants School
- Governor Philip King Public School
- Spring Terrace Public School
- Hay Public School
- Hay War Memorial High School
- Wentworth Falls Public School
- The Rock Central School
- Cecil Hills Public School
- Morgan Street Public School
- Broken Hill Public School
- Alma Public School

- Alstonville Public School
- Annandale Public School
- Annandale North Public School
- Ben Venue Public School
- Bossley Park Public School
- Dunoon Public School
- Granville South Public School
- Horsley Park Public School
- Jamberoo Public School
- Jilliby Public School
- Kurnell Public School
- Mascot Public School
- Murwillumbah Public School
- Newtown North Public School
- Oakdale Public School
- Strathfield South Public School
- Tamworth Public School
- The Sir Henry Parkes Memorial Public School
- Oyster Bay Public School
- Narraweena Public School
- Jannali Public School
- Narwee Public School
- Como West Public School
- Finley Public School
- Waverley Public School
- Woolooware Public School
- Lismore Heights Public School
- Lennox Head Public School
- Laguna Street Public School
- St Andrews Public School
- St Helens Park Public School
- Blue Haven Public School
- Bridge Road School
- Lucas Gardens School
- Grafton High School
- Liverpool Girls High School
- Lake Macquarie High School
- Strathfield South High School
- Finley High School
- Morisset High School
- Granville South Creative and Performing Arts High School
- Shoalhaven High School
- Oak Flats High School
- Maroota Public School
- Samuel Terry Public School
- Barooga Public School
- Walgett Community College - Primary School
- Bexhill Public School

- Tregeagle Public School
- Bomaderry Public School
- Oran Park Public School
- Inverell High School
- Colo Vale Public School
- Rossmore Public School
- Bonnells Bay Public School
- Barraba Central School
- Woodenbong Central School
- Warialda High School
- Casula Public School
- Warialda High School
- Miller Public School

Transcript
Question 7, page 40-41

Ms HARRISSON: That starts with the relationship a principal has with their director of educational leadership. We would start and be working through the director of educational leadership to make the principal aware of what those issues might be. They would be aware of them already. They might have their own plans that they are trying to put in place first. We would have in some cases confidence that they were the right things, especially if you have a new leader who is coming to build the trust and confidence of their staff. We may well give that a period of time. We would hope that the director of educational leadership can then negotiate the access where it is clear that help is needed and support is needed. That would then be part of what we would be seeking to do. We would continue to seek to negotiate that access. At the minute it is not mandatory for a principal to take part in tailored support. I think that is one of the successes of the model because we have had situations where when we have come to the negotiation to look at what a school wanted to work on, it did not feel like the right fit for a particular reason and they have been able to say, not right now because I actually want to go and do this. It has left the agency with the school and it leaves the accountability with the principal for whether or not they improve. I think it is important to get that balance right.

The CHAIR: I am sure you are doing very important work in this area. It sounds very encouraging. Are there any case studies of early success that we could look at, on notice?

Ms HARRISSON: Very happy to share some with you. We have a number of case studies. Those case studies are starting to show us which types of support are having the most impact, which is why we want to narrow and deepen the offer that we are providing.

The CHAIR: That would be very useful as well.

Ms HARRISSON: Very happy to share that with you.
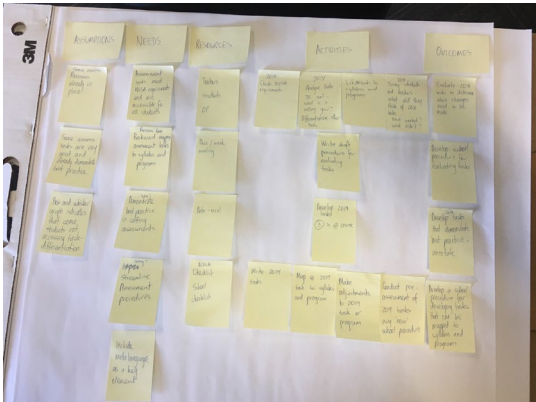
ANSWER

Attachment C outlines examples of case studies of early success at the following schools.
- Birrong Boys High School
- Kingswood High School
- North Nowra Public School
- Toongabbie Public School
- Fernhill School
- Franklin Public School

CASE STUDY: WHOLE SCHOOL APPROACH TO WELLBEING

XXXXXXXXXXXX SCHOOL / XXXXXXXX NETWORK – 2018/19

Context

School Services worked in partnership with the Director Educational Leadership and Executive Staff within the school to develop an intensive program of support for Year 6 students transitioning into the high school setting. The aim of the program was to:

❖ Build confidence within the community to ensure XXXXXXXXXX School is a school of choice for local and non local enrolments
❖ Ensure students commencing Year 7 feel a sense of belonging to their school, the staff and their peers
❖ Minimise behaviour concerns amongst the cohort through early identification of behaviour and learning needs
❖ Develop data collection and analysis tools to enable future review and enhancement of the program.

Actions

School Services built the capacity of staff and developed professional knowledge within the school by:

• Reviewing the current Year 6 transition processes and providing additional resources to improve the quality of the program
• Recommended floating Year 7/transition advisor to work closely with students and teachers supporting early identification of students requiring additional support. Students were referred to specialised social skills groups and additional learning programs to encourage greater self-regulation
• Provided scaffolds to conduct focus group interviews with the current Year 7 cohort, their families and teachers in regards to their transition experience.

Outcomes

❖ Greater connection and positive feedback received from the partner primary schools with a view to engage and expand additional primary schools in future years
❖ Implementation of social skills programs and counsellor intervention to enable greater support for students with acknowledged needs
❖ Greater information sharing between the primary schools supported by the Year 7 transition advisor
❖ Comprehensive 3 day transition program developed which included engaging cross curricular taster lessons
❖ Booklet, which includes the transition day lessons and a comprehensive program, developed for incoming Year 7 students
❖ Year 7 homework booklet developed to support consistent learning practices for students and teachers of the cohort

Staff responses – What have you gained?
❖ *The critical nature of the relationships and information sharing between the partner primary schools and XXXXXXXXXXXXXX School*
❖ *The necessity of high schools making early contact (starting in Year 4) with primary schools, students and parents to enable success of such programs*
❖ *Early identification and intervention of students requiring additional support as they transition to high school. This is designed to improve engagement and build a greater sense of belonging for students within the school community.*

CASE STUDY: SUPPORTING STAGE 6 CURRICULUM AND ASSESSMENT

Context

XXXXXXXXXXX School is a comprehensive coeducational school located in the XXXXXXXX. The school comprises of 70 teaching staff and 750 students.

The initiative at XXXXXXXXX School focused on providing feedback on Stage 6 curriculum delivery, specifically focusing closely on assessment.

Tailored support "created an opportunities for teachers in the HSIE faculty to explore necessary aspects of assessment and how to implement strategies for student achievement."

(XXXXXXX, Director Educational Leadership XXXXX Principal Network)

Actions

School Services collaboratively worked with the school executive to consolidate work being undertaken in the creation of a checklist and pro forma created for the schools Stage 6 scope and sequence document.

Curriculum Advisors worked closely and collaboratively with the HSIE faculty to provide feedback and support. Professional learning was run to support the ongoing work and resulted faculty based discussions and evaluations of Stage 6 assessment practices.

Assessment tasks in the HSIE Faculty were analysed using a range of different lenses including NESA/DoE compliance, standards reference analysis and accessible assessment design.

Outcomes

Post survey for professional learning and pre-checklist and scope and sequence scaffold has been collected.

Participant feedback from the professional learning delivered was extremely positive with participants indicating that this was new learning and would be embedded in their future practice for reviewing assessment tasks in Stages 4, 5 and 6.

"It is indicative that this initiative had a profound impact on building teaching practice around senior assessment" – XXXXXXX, DEL.

Work is being undertaken to share this with colleagues across the school and to cascade expertise. A local showcase afternoon to share practice and observations is also under development.

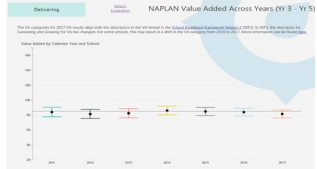# CASE STUDY: ENGAGING STUDENTS TO IMPROVE ATTENDANCE

XXXXXXXXXXXX SCHOOL

Context	Actions	Outcomes

Context

XXXXXXXXXXXX School commenced tailored support in 2019 with a goal of improving student attendance. This was a shift from the 2018 identified scope of support around Trauma Informed Practice.

The change came about as the school executive identified that whilst trauma informed practice was important, there wouldn't be traction if students were not in attendance. A new agreement was developed with the Principal and DEL as key partners.

Actions

A review team was coordinated immediately after the new support agreement was developed. The review team met with the Executive and reviewed attendance data and processes. A summary of recommendations was then collated.

A meeting was held with Principal and Assistant Principal Learning and Support to go through recommendations and timelines.

Outcomes

Timelines mapped against outcomes in SPARO – with clear accountabilities and team members allocated from within Schools Services or where appropriate within school and local community.

What have you gained?

'A greater network of support and systems to support positive outcomes with student attendance, and the potential to develop a greater understanding across the school staff.'

CASE STUDY: DIFFERENTIATED LEARNING

XXXXXXXXXXXXXX SCHOOL: 642 STUDENTS, 3 RECENTLY ESTABLISHED MC CLASSES, 51% NON-ENGLISH SPEAKING BACKGROUNDS, 3% ABORIGINAL STUDENTS

Context

Effective collaboration amongst all stakeholders and belief in the benefits of the pilot have been the key to successful implementation at XXXXXXXX School.

A distributive leadership approach by Principal, XXXXXXX, and his executive team has ensured authentic buy in by all staff.

The passion, drive and expertise of Curriculum Advisor, XXXXXX, has ensured clear direction and guidance throughout the ten week program.
The school is well-positioned to continue to prioritise the explicit teaching of reading through implementation milestones in 2019.

Actions

Initial robust conversation based on deep analysis of SCOUT data aligned to school plan priorities was essential to establish a clear moral purpose and focus for the program.

Rules established to guide the process
- Know your context
- Establish a great team
- Know your baseline data
- Form some hunches based on the baseline data.
- Investigate your hunches
- Never forget who shoulders the responsibility
- Co-design a plan
- Monitor the plan and prepare to be flexible
- Reflect on your challenges
- Celebrate your Successes

Key guiding questions
- For how long each day are students explicitly taught comprehension strategies?
- How are texts chosen for teaching comprehension strategies? Which have you used today?
- Are teachers confident about teaching comprehension strategies?
- Are teachers able to differentiate their teaching of comprehension in order to raise the outcomes for all students, including those who should be achieving in the top two bands and beyond?

Actions
- Initial planning meeting to determine focus support
- Planning day to co-design the Action Plan
- Collection and analysis of baseline data
- Lesson study/ Action Learning (ongoing)
- Professional learning:
- National Literacy Progressions – Understanding texts
- Interpreting student data
- Explicit teaching of comprehension
- differentiation
- Evaluate effectiveness of strategic support (ongoing)

Outcomes
- Development of whole school scopes and sequences with literacy outcomes embedded.
- Whole school approach to differentiated programming.
- Whole school expectations for explicit teaching.
- Whole school system for assessment for learning.
- Use of National Literacy Learning Progressions.
Differentiated learning is a long-term project for change and needs at least 3 years. This initiative has opened teachers eyes to the possibilities of differentiated learning through *Outcome, Process, Product, Learning Environment* and *Content* but the work needs to continue and be monitored.

CASE STUDY: ENHANCING DISABILITY EDUCATION

XXXXXXXXX SCHOOL

Context

XXXXXX School
is a School for Specific Purposes (SSP) and cate rs for students with a moderate or severe intellectual disability and services assisted all complex needs.

 The school is newly built and enrolment of students commenced in 2017.

There are currently 13 support classes at the school in 2018.

The initiative at XXXXXX School was to develop a teaching and learning program implementing the new Technology Mandatory – Years 7-8 Syllabus through Life Skills outcomes. The focus goal is to create and implement a design project.

Actions

School Services in collaboration with the Director – Educational Leadership, XXXXXXX facilitated a professional learning workshop by staff from XXXXXXXX School on Introduction to Coding.

Percentage of staff who had worked with coding before the session	Percentage of staff who had not working with coding before the session
8%	92%

This session was followed up with a co-teaching day where School Services staff worked shoulder-to-shoulder with teachers in classrooms. School Services team members unpacked the syllabus document and co-wrote a teaching and learning program with XXXXXSchool staff. The program will be trialled in classrooms in the early weeks of Term 1, 2019.

Outcomes

In answer to the question "How confident would you be to embed a coding program into your classroom?" analysis of data revealed:

	Before the session	After the session
Not confident at all	84%	8%
Reasonably confident	16%	71%
Very confident	0%	21%

"This strategic project has put energy and focus into the school community and made the staff feel special and valued as educators. It is a beautiful example of showcasing collaborative response and sharing of expertise."
Director - XXXXXXX

CASE STUDY: FOSTERING DATA INFORMED PRACTICE TO DEVELOP STUDENT GROWTH

XXXXXXXXX SCHOOL – XXXXXXXX NETWORK

Context

School Services worked in partnership with the Director Educational Leadership, Principal and Stage 2 Executive and teachers to:

❖ Build capacity in using the Learning Progressions to monitor student progress and inform next steps in teaching

❖ Foster a collaborative professional learning community

Actions

Across 2018 and 2019, School Services has supported professional learning days at which writing data was analysed, direction set and teaching and learning programming refined. Initially focussing on NAPLAN data this has moved on to using the Learning Progressions and PLAN2 to inform daily teaching practice.
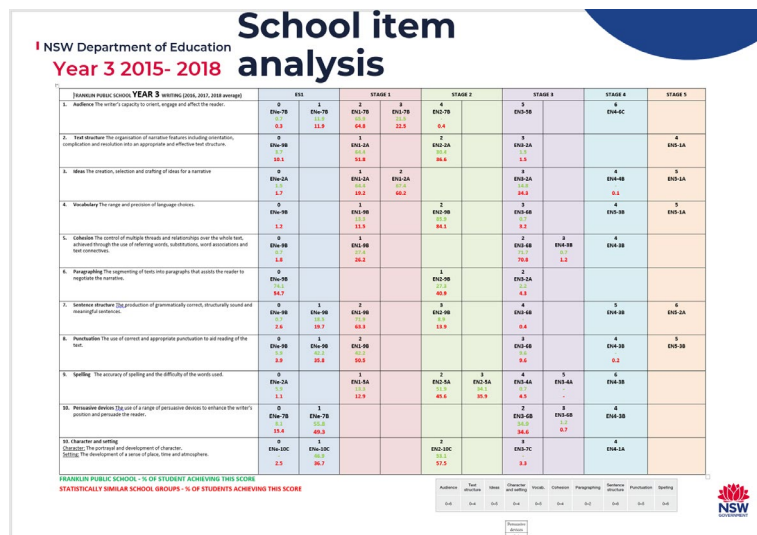
Outcomes

❖ Improved validity of teacher judgement regarding students' writing progress

❖ Stage 2 teachers are confidently and consistently using Learning Progressions to inform teaching and learning at cohort, class and individual level

❖ Stage 3 teachers are now refining their own data informed practice as a result of what has been developed across Stage 2

❖ Collaborative practice is structurally embedded in school processes

❖ Assessment data is digitally stored and shared to enhance collaborative practices.
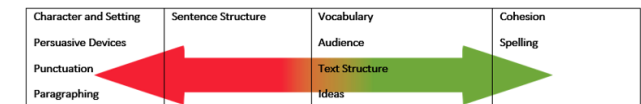
CASE STUDY: FOSTERING DATA INFORMED PRACTICE TO DEVELOP STUDENT GROWTH

## XXXXXXXXX SCHOOL – XXXXXXXXX NETWORK

Student Outcomes - NAPLAN Data

- ❖ XXXXXXXXX School commenced support in September 2018.
- ❖ 2019 NAPLAN has provided a small insight into the outcomes achieved.
- ❖ Analysis of 2020 NAPLAN will provide a more detailed analysis of school growth in writing.
- ❖ There has been growth in the area of writing in Year 3 and 5 which is very encouraging.

Projected Outcomes
- ❖ 2020 Year 5 data for XXXXX School will be above SSSG average.
- ❖ There will be Year 5 students from XXXXX PS in the top two bands for writing (in 2019, there were no Year 5 students in the top two bands).
- ❖ Increased teacher confidence in the areas of writing and differentiation

Year 3 Writing

- ❖ For the first time in 5 years the school's average is above the SSSG average.
- ❖ Results are continuing to improve in the area of writing

    2016 – 377.5

    2017 – 372.1

    2018 – 385.0

    2019 – 400.7

- ❖ XXXXX PS has a greater % of students in Year 3 in the top two bands for writing comparted to SSSG.
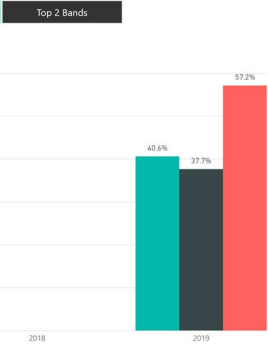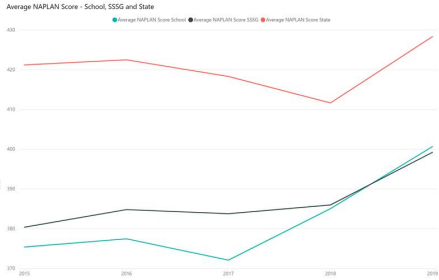
Year 5 Writing

- ❖ Improved results in the area of Year 5 Writing

    2016 – 429.8

    2017 – 426.7

    2018 – 419.0

    2019 – 436.9
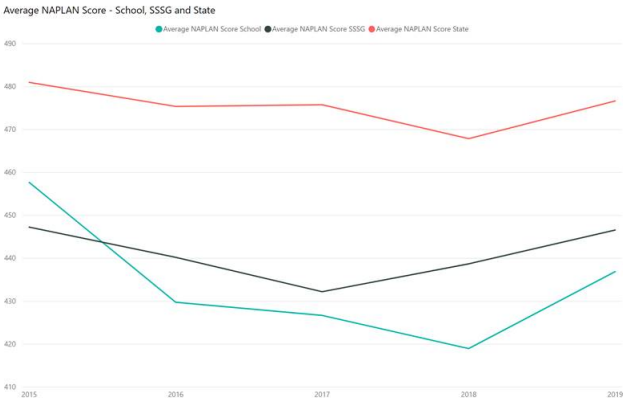
Transcript
Question 8, page 41

Ms HARRISSON: Most schools looking at their value-add measure would take that from the Scout system, which would be this easy consistent measure of value-add across the system.

The CHAIR: Does not value-add, which is obviously the fairest way of assessing the progress of the school, need to be a pure measure without factoring in socio-economics? Even if you are in the most disadvantaged areas, starting right at the bottom, the measure is the value that is added as opposed to, say, James Ruse, what value they might add at the other end of the scale? Why do we adjust for socio-economic status?

Ms HARRISSON: In part what we are adjusting for is to see the value the school has added to the student. What we are trying to do is take out other variables so that it can be a clear measure for the school to see the value they are adding to that student group.

The CHAIR: But it is a value in their results, is it not? Why do we adjust it for socio-economic status?

Ms HARRISSON: So that we can make sure it is comparable and we are taking out the variable factors that a school has no control of changing. We can provide further detail on that on notice. Our schools really value it and it does show us insights into those schools. So, for example, if you have a disadvantaged context, in part you are looking for value-add that is more than a year's growth in a year in order for those students to have a chance of closing equity gaps. I think the issue you are trying to get at is, does that help us know if we are closing the equity gaps or not? It does, because they need to be above the line for value-add, they need to be pushing above one year's growth in a year.

The CHAIR: If you could take on notice an explanation on it. I just do not see it. I would have thought your value-add, regardless of the socio-economic status, is the best way of assessing a school's progress. It is not just another excuse, is it, that we started at 10 per cent of the school, we only got to 15 per cent results, but because we are a poor area we get a discount?

Ms HARRISSON: The value-add measure looks at growth, so it is looking at the student's growth. In a sense, as I said before, we are looking to see that students have had more than a year's worth of growth in those contexts because that is what those students need. That is what we are looking for, success, from our perspective in the department. But I am very happy to get you the detail on that.

The CHAIR: But you are factoring in socio-economics status. So if the growth in a poor area can be less than the growth in a richer area, but the value-added measure can look bigger. Is that what you are saying?

Ms HARRISSON: I will need to take that on notice.

ANSWER

Ways to measure school performance

There are typically two ways to measure school performance – absolute achievement and growth:
- Absolute achievement refers to the school's average absolute performance scores (e.g., school's average Year 3 NAPLAN Reading score in 2018), while
- Growth refers to the average amount of change over time across students in the school (e.g. the reading average growth of students between Year 5 and Year 7, as measured by the average difference in performance scores between Year 5 reading in 2017 and Year 7 reading in 2019, on the same NAPLAN reading scale).

Value-add (VA) is a school level measure focusing on growth.

Why adjust for SES when calculating Value-add?

Schools of higher socio-economic status (SES) tend to have higher absolute performance at a point in time. For example, our research consistently shows that 70% of the variance in school performance is explainable by differences in school SES. Because of these relationships, evaluating a school's contribution to student learning based solely on absolute measures puts lower SES schools at a disadvantage.

The VA measures take into account those contextual factors (both school- and student-related) that impact on students' learning and that are largely beyond the control of schools. They help to identify schools that make a larger than average contribution to students' learning growth. As such, VA provides a fairer measure of school performance than any other performance measures.

Calculating Value-add

A VA measure is an estimate of the contribution a school makes to student learning, over and above the average school, after adjusting for background factors outside the control of schools.

A positive VA score indicates that a school is contributing to the growth of its students by more than the average school. A negative VA score indicates that a school is contributing to the growth by less than the average school. This difference in effectiveness might be due to differences in teacher practices in the school, differences in school leadership or organisation, the way in which the school engages the community, or other (unmeasured) factors.

In addition to student and school level socio-economic status, all value-add measures adjust for student Aboriginal and Torres Strait Islander status, and where applicable, Opportunity Class enrolment, student gender, whether the school is a fully academically selective school and whether the school is operating as a co-educational or single sex school. All of these factors are demonstrated to have an effect on student learning progress but are largely outside the school's control.

What does it mean to be a low or high VA school? Does it mean different things for low or high SES schools?

A low VA school means students in that school are making less progress as compared to students of similar background and enrolled in schools in similar circumstances. Conversely, a high VA school means students in that school are making more progress as compared to similar students in similar schools elsewhere. This interpretation is the same irrespective of the school SES. In other words, if a low SES school has a VA score equating to 6 additional months of learning for students in that school, it means the same in terms of school effect as a high SES school with the same VA score.

Under the VA methodology, low SES schools have the same likelihood of being recognised as a high VA school as high SES schools. This confirms that school excellence occurs across the SES spectrum, and is not limited to particular SES areas.

In summary, by controlling for SES and other factors outside the control of the school, we provide a fairer way to assess the impact of the school on student growth. Controlling for SES makes sure that low SES and high SES schools are equally likely to feature in low and high VA categories, reflecting the capacity for quality teaching to occur in any setting.

Detailed information on the value-add methodology is available at:
https://www.cese.nsw.gov.au//images/stories/PDF/learning_curve_6_ValueAdded_20141128.pdf

Transcript
Question 9, page 41-42

The CHAIR: That is what I am reading into it, which, I have to say, seems very peculiar to me. We will take that on notice and see what comes out of it. The final matter again is measurement and understanding how these systems work. I just want to check this because for me it is quite startling. Is it true that the low-level adjustment for disability equity loading in the RAM is actually not a physical or intellectual disability that is measured in any student anywhere in the system. It is actually a loading of funding to do with the school's NAPLAN results?

Ms HARRISSON: It does have a connection to NAPLAN results. I can get you the specifics on how the loading is calculated. We have a number of factors that go into that, including the nationally consistent collection of data, which also is a weighted factor. So it is based on a number of weighted factors that go into that. It is because that loading goes to students with learning needs as well as disability. It is a full range, so there are a variety of reasons why that is—

The CHAIR: I get the integrated funding support, that is a measure of serious matters of disability, autism, mental health disorder, physical disability and so forth. But this other one, this system is being geared up to say that if the school is not going so well in NAPLAN you get a low-level adjustment for disability where no student is being assessed as disabled. There might be absolutely hopeless arrangements and teaching inside the school, but there is extra funding support that comes for going poorly at NAPLAN and it is described as disability funding.

Ms HARRISSON: I do not think that is the correct articulation of how the loading works.

The CHAIR: That is what I have in front of me here. It is supplementary question number 10 from the last hearing. If you can take that on notice and get back to me.

Ms HARRISSON: I am very happy to get some further information on notice. Apologies for any confusion.

The CHAIR: I just cannot possibly understand how that would work. "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." It is there in writing for me, so if there is some clarification of what that means I would appreciate it.

ANSWER

Under the Resource Allocation Model (RAM), the equity funding for Low Level Adjustment for Disability (formerly known as Learning and Support resource allocation) provides all mainstream NSW public schools with access to a specialist teacher and flexible funding. The resource is designed to support the additional learning and support needs of students with or without a formal diagnosis of disability and their teachers.

The allocation has the following components:

<u>Specialist staffing</u>

- A specialist staffing allocation which comprises a base allocation that is calculated on total school enrolments (Preschool – Year 12) and ranges between 0.1 FTE and 0.4 FTE.

- Each school is then considered for a further staffing allocation on the basis of the school's student learning need index (SLNI). This is a needs based index drawn from 3 years of longitudinal NAPLAN data. It is constructed around the number of incidents of students in mainstream classes in the school who perform in the bottom 10% in reading and numeracy through the national testing program. A student may be counted as 2 incidents if they perform in the bottom 10 percent for both reading and numeracy.

<u>Flexible funding</u>

- A flexible funding allocation to each school which comprises a base calculated on the revised total school enrolment (Preschool –Year 12 enrolments).

The student learning need index based on NAPLAN data has been used to allocate learning needs resources in NSW public schools since 2003 and was developed in collaboration with peak stakeholder groups including principals, parents and the unions.

In 2012, through the Every Student, Every School strategy and after 18 months of trialling a model of support in over 200 schools in the former Illawarra Region using NAPLAN data, the current Low Level Adjustment for Disability loading (formerly known as Learning and Support resource allocation) was applied to all mainstream schools.

The student learning need index based in NAPLAN data, while not a measure of disability provided a measure of need to inform an allocation methodology for resourcing to support students with additional learning needs. The Department is currently reviewing the methodology for the Low Level Adjustment for Disability loading for the 2021 school year using disability data sources. This will involve an evidence based approach and ongoing consultation with peak stakeholder groups.

Transcript
Question 10, page 42

The Hon. ANTHONY D'ADAM: Can I request on notice the contract term and the contract value for the Tell Them From Me survey?

Mr DIZDAR: We will take that on notice.

ANSWER

The current contract with the survey provider The Learning Bar ran from June 2013 to December 2019. Invoices paid to date total $6,555,000 (excluding GST), with a total estimated contract value of $7,036,000.

After an open tender process, the department is currently finalising a new contract with The Learning Bar to provide the surveys in 2020 and 2021, with the option of three one year extensions.

Transcript
Question 11, page 26

The CHAIR: I mentioned that school in Dubbo on Tuesday. It is such a good school. There must be eight or nine other schools in Dubbo, government and non-government. I just thought to myself would it not be good if that success is known to all those other schools, they are working in a network. I can understand why you are saying your sort of organic model of networking you are comfortable with it, it sort of flowed out of your success, as they have approached you, you have helped them. Maybe you can take it on notice and come back to us later, if you have any thinking about what we can recommend to scale up the success of exemplar schools in a networking fashion, whether it is resourcing, staff, time-sharing, whatever it might be. I think it is very, very valuable in the system because obviously there is not enough of it happening when you look at our overall results.

The Hon. MATTHEW MASON-COX: If I could just add there, we have the directors, educational leadership, if you like, that sort of have about 20 schools. Surely part of that role is to look at these sorts of opportunities to, if you like, filter these ideas into that network.

Mr ROUSE: Absolutely

ANSWER

Scaling up and sharing the success of a school across the public education system takes many forms. I will draw on my own experience only.

- **Professional Networks** - are used to exchange and share ideas and initiatives, gain advice and resources from principal colleagues. I attend a number of formal networks including the Fairfield 11 which is a collection of secondary principals across three formal educational networks (Cowpasture, Fairfield and Chullora). The South West Sydney Secondary Principal's Council (SPC) is a professional association covering the networks within the Regional South Operational directorate.

- **Networks supported by the Director, Educational Leadership (DEL)** – I have a pro-active Director Educational Leadership who supervises 20 primary and secondary school principals in the Fairfield Network. The DEL co-ordinates a range of development and professional learning programs in association with DELs from the neighbouring Cowpasture and Liverpool networks. The DEL has also established and sustained networks with Broken Hill, Coffs Harbour and lately Griffith and Deniliquin. These networks are focused on sharing expertise in the form of programs, planning support, initiatives and staff exchanges.

- **Centre of Educational Statistics & Evaluation (CESE)** – I have worked in partnership with CESE and other schools in the "What works best" series of

publications. CESE provides evidence-informed case studies and research papers that can assist in guiding schools to best practice. Principals engage with CESE resources and data to seek models of success for continuous school improvement

Suggestions for continuing the improvement across the system:

- Continue with the current supervisory ratio of 20:1 schools to Director Educational Leadership. This creates space for principals to gain the support that they need and Director Educational Leadership to gain a line-of-sight on school performance.

- Increase the sponsorship of longitudinal studies into effective pedagogy within the NSW context. Let us prove that different types of pedagogy work before racing forward into highly speculative "new" practices that we are uncertain whether they will support student achievement.

- Provide opportunities for successful principals and leaders to operate at a system level intensely supporting schools directly for a number of weeks/ months. Sometimes the simplest intervention has great rewards and can be the turning point for a school and its leadership. This can be done in conjunction with the Directors, Educational Leadership, Principals School Leadership and Principal Coach Mentors.