

## SIER Leadership Group presentation to PPA Executive

<b>DATE</b>	4 September 2020
<b>TIME</b>	9:30am – 10:30am
<b>LOCATION</b>	Via Zoom

### Speaking Notes

#### Slide 3: organisational changes to drive school improvement and education reform

- We are facing an increasingly complex world, increasing pressure to deliver on our core mission:
  - School Improvement – ensuring that all students leave school equipped to succeed in life, and are engaged and challenged in their learning.
  - Skills reform – creating a skills system that that enables life-long learning and ensures people of NSW can participate in and meet the needs of the post COVID economy
- We know that this requires a coordinated effort across those working in schools, and those supporting schools. As an organisation, the structure will support:
  - Clear strategy, aligned structure & accountabilities
    - Simplified structure to drive accountability and delivery
    - An agreed school improvement plan, grounded in evidence and communicated clearly
    - Integrate life long learning
  - Relentless focus on delivery
    - Shared high expectations
    - Results driven culture – students at the centre
    - Evidence guides our focus
    - Funding aligned to outcomes
  - A focus on supporting and developing our people
    - Our best talent works on the biggest problems
    - Empowered decision making
    - Work together to solve problems
    - Feedback and development – every individual learning and improving
- In particular, creation of the Group will enable even greater collaboration across Divisions to deliver on school improvement, and bring together our colleagues from early childhood and skills to strengthen paths for lifelong learning

#### Slide 5: priorities

- The priorities we are focused on as a group for the next couple of years are centred around reaching our strategic goals, and how we can best support our schools in reaching those goals. This includes working on the right sequencing and pacing of change coming to schools.
- Local Schools, Local Decisions
  - We continue to focus on reducing the admin burden for Principals – every principal now spends 87 hours less a year on admin since tracking began in 2018
  - Holding school leaders accountable for a rigorous, data informed plan for what their school needs to do to lift literacy is still critical, so in Term 4 and Term 1, DELs and

Principals will collaborate to analyse school outcomes data and determine the precise strategies schools need to implement for improvement

- In 2021 we will add new targets through reform of Local Schools, Local Decisions that will give us better measures for pathways to other education and work. Existing targets are giving us much better insight into schools who are underperforming and those which are performing well.
- By the end Term 1 2021 we will know what work schools will do to achieve their target and how they intend to spend their money.
- Aboriginal student attainment of year 12
  - A number of different strategies are being implemented as part of the Premier's Priority for increasing Year 12 completion – these aren't solely focused on secondary schools.
  - The target is challenging – and all schools would need to lift performance to meet them (not just those included in individual projects).
  - A key feature of the target is a much stronger focus on students being 'strong in their culture' as well as completing Year 12.
  - The 'Closing the Gap' targets including a much stronger focus on partnership (and not just consultation) this is something that will be a focus for Governments and the Department (a new partnership agreement with the AECG will be launched in October).
- Amplifying best practice
  - Our Best in Class Unit has continued with minimal impact from COVID
  - It employs 20 outstanding teachers from NSW schools, identified based on their impact on student performance, and involving them in the development of new resources and professional learning for their peers
  - It has so far impacted 64% of high schools in the relevant subjects (900 teachers in 300 schools) with a focus on improved – and equitable – performance in HSC subjects and secondary writing.
- Scaling evidence-based practice
  - As part of the Executive Priority we have been trialling new ways of providing reading and numeracy professional learning for teachers.
  - During Term 3, we have been piloting intensive reading support with 28 Primary schools. This has been received very positively and feedback is being actioned to iteratively develop this support.
  - The Term 3 What Works Best communication campaign with schools is currently underway. There have been approximately 60,000 downloads of the What Works Best resources. Focus themes will continue to roll out until the end of Term 3 and will support the strategic improvement planning process
- Declutter the Curriculum
  - We are working closely with NESA and ACARA, as we ensure schools are well supported in the implantation phase and beyond.
- Disability Strategy

- Our Inclusive Education Statement was released last week and will be vitally important in the way we think about meeting the needs of all our students.
  - We would be very interested in your feedback on the Inclusive Education Statement. We will continue to consult with you on the associated policy and the practice resources
  - The consultation with PPA on low level disability adjustments will continue, as we seek to strengthen this important work
  - 1400 staff completed professional learning modules 1 and 2 on Trauma Informed Practice. Please continue to work with our teams if you are interested in your school completing modules 3 and 4
  - A specialist and advanced course will also be produced in 2021
  - Term 4 will see the implementation of an updated access request panel process. This will see a more efficient and streamlined process
- Improved Transition to School
    - A number of resources have been launched to support the transition to school, including a pilot of a digital transition to school statement which will commence in the next few weeks.
- School Excellence in Action
    - Revised School Excellence Policy aligning the strategic improvement planning and external validation cycles.
    - All schools in the 2021 external validation cohort will know the date of their 2021 External Validation panel meeting before the end of Term 3, 2020.
- Literacy and Numeracy Strategy
    - We have seen very successful delivery and implementation of the Check in Assessments.
    - We have received excellent feedback from you on how easy it has been to administer and the support provided to teachers in acting on the student data.
    - The data from the Check in Assessments will help inform the development of tools and professional learning in the future.
    - We have been able to establish agreement in the extension of EAfS positions for 2021
    - We will continue to work with the PPA and stakeholders on the longer term strategy from 2022
- School and System Professional Learning
    - The PPA is one of the key stakeholders in the design of the High Impact Professional Learning Policy.
    - PPA representation in the policy design is highly valued and will help ensure it supports improving teaching quality in our schools.
    - We will continue to engage and collaborate with you in the development of the guidelines and resources to support the implementation of the policy
    - We know that the policy, resources and guidelines will be important in the strategic improvement planning process, including in the development of milestones.