

Lifting student learning outcomes and working to reverse NSW performance trends in international testing:

Right support, right schools, right time

IRSEA Luncheon 3 December 2021

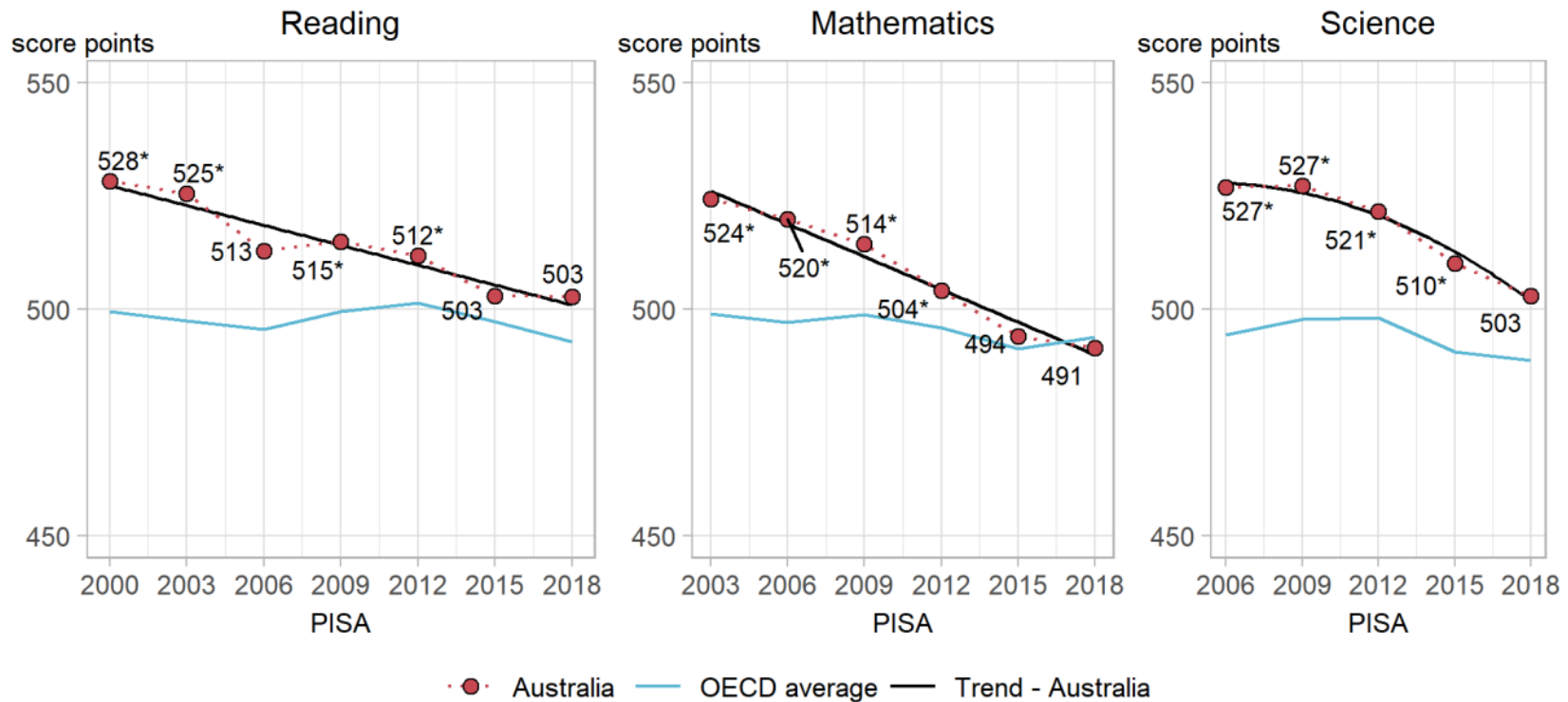
Leanne Nixon, Deputy Secretary School Performance North

Acknowledgement of Country



What is the international data telling us?

PISA



School Success Model Targets

Target area	Department targets	School targets
NAPLAN	Increase public school students in top two NAPLAN bands for literacy and numeracy by 15% . (Premier's Priority 2023)	Individual school targets in place from 2020.
Aboriginal Education	Increase Aboriginal students attaining the HSC while maintaining their cultural identity by 50% . (Premier's Priority 2023)	Individual school network targets in place from 2020 (percentage uplift). Individual school student uplift in place that underpins the network target.
HSC	Proportion of students' HSC results in the top two achievement bands from 34.6% (2018) to 35.7% (2022).	Individual school targets in place from 2021.
Attendance	Public school students attending school at least 90% of the time from 79.4% (2018) to 82% (2022) Primary and 64.5% (2018) to 70% (2022) Secondary .	Individual school targets in place from 2021.
Student growth (equity)	Public school students achieving expected growth in reading and numeracy from 62.3% (2018) to 66.4% (2022).	Individual school targets in place from 2021.
Pathways	Recent school leavers participating in higher education, training or work from 89.6% (2018) to 91.6% (2022) and 93.6% (2028). Students continuing to Year 12 from 73.9% (2018) to 76.7% (2022).	A measure will be selected with a baseline established for each high school in 2022, and with targets set for every high school from 2023.

The School Success Model details a range of ambitious yet reasonable targets for schools and the system, which build upon the NSW Premier's Priorities in education and reflect our shared commitment for improvement.

Department of Education Strategic Plan

NSW Department of Education

Strategic Plan 2018-2022



Lifelong learning



Early childhood education



Primary education



Secondary education



Vocational and higher education

Our vision



To be Australia's best education system and one of the finest in the world

Our purpose



To prepare our learners for rewarding lives as engaged citizens in a complex and dynamic society

About us

Children, young people and adult learners are at the centre of all our decision-making.

We respect and value Aboriginal and Torres Strait Islander peoples as Australia's First Nation Peoples.

We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector.

We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We also work closely with the non-government school sector to ensure the delivery of a high-quality and equitable education for all students.

We build pathways for lifelong learning, and support the delivery of a skilled and employable workforce for NSW through vocational education and training and higher education.

Our values

Our values guide how we go about our work and make decisions on a daily basis. They form the foundation of what it is like to work for Education and what we expect of one another.



Excellence

Strive for the best together



Accountability

It's up to every one of us



Integrity

Do what's right, every day



Trust

Be what you say



Equity

Lift people up



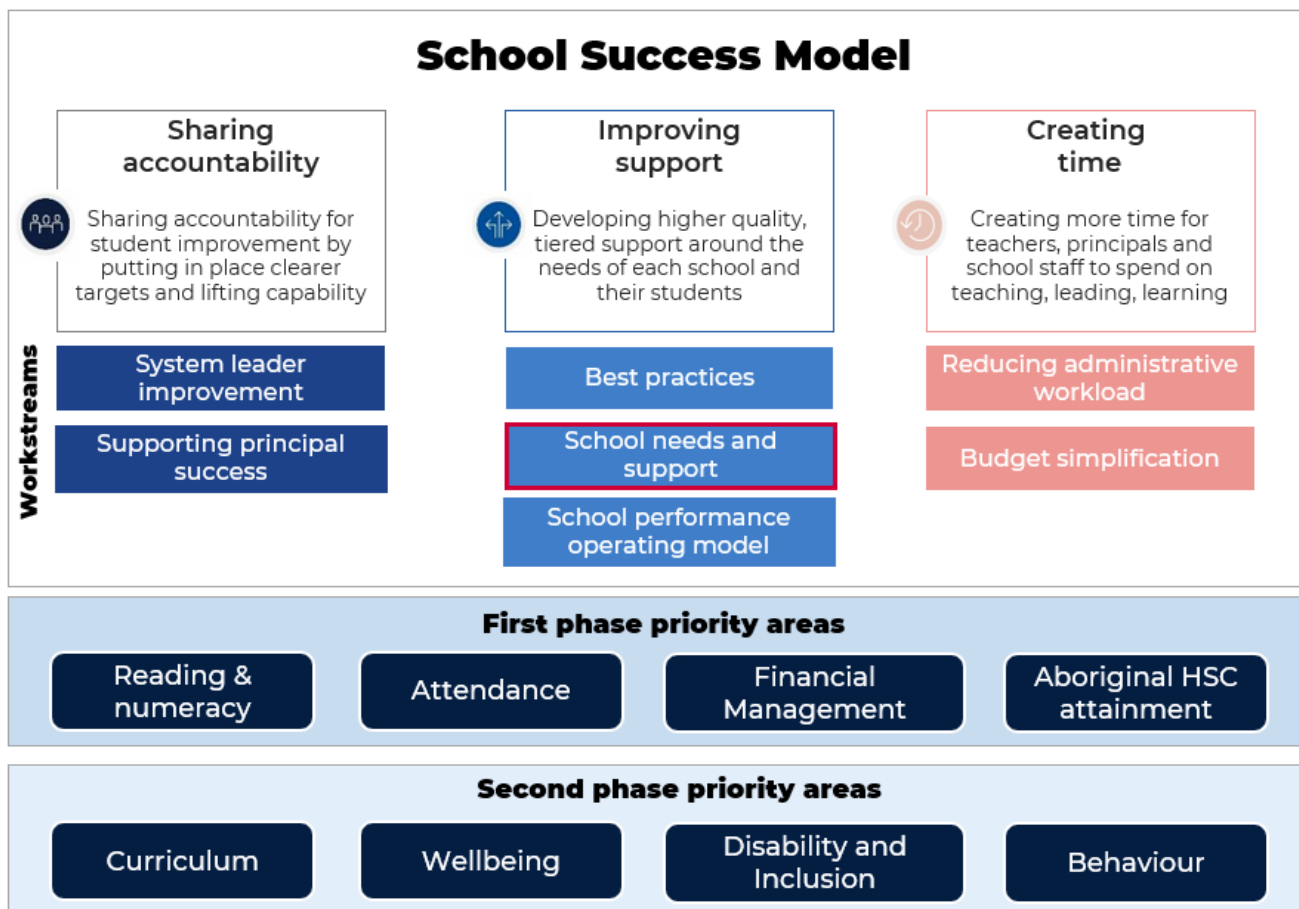
Service

Students at the centre

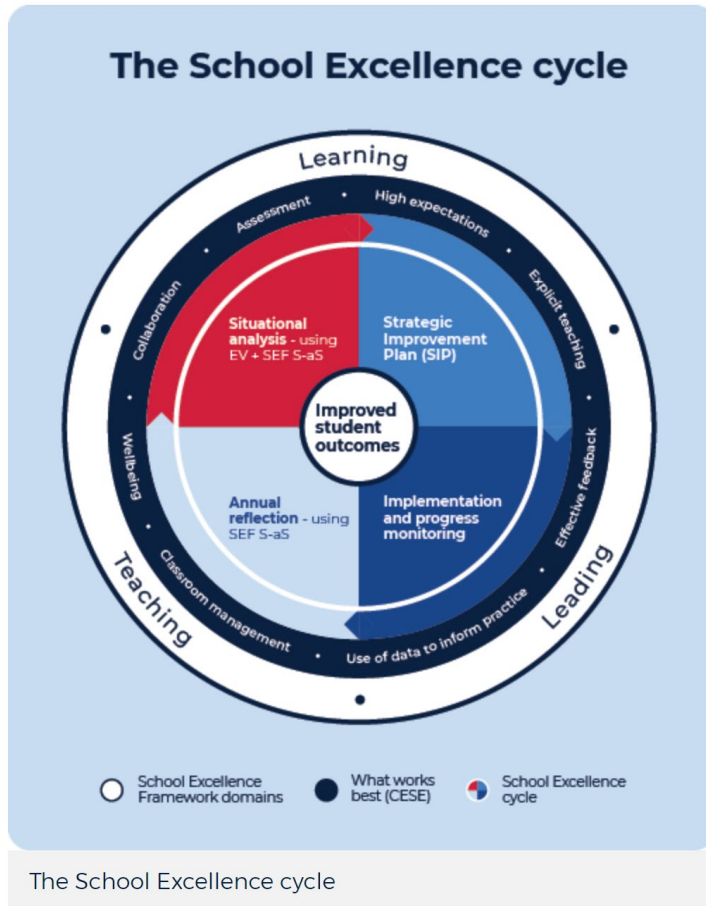
NSW GOVERNMENT

NSW GOVERNMENT

5



School Excellence in Action and School Success Model



NSW Department of Education

The School Success Model

Building on the Local Schools, Local Decisions reforms



Continuous School Improvement

Every student, every teacher, every leader and every school improves every year.



Improved student outcomes

All young people have a strong foundation in [literacy and numeracy](#), deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.

Enhanced classroom practice

Teachers are committed to identifying, understanding and implementing effective evidence-based teaching practices that improve student learning outcomes. [The Quality Teaching Model](#) and the [Australian Professional Standards for teachers](#) provide research-based frameworks for professional growth.

Teachers regularly support positive student behavior through a proactive, preventive and student-centred approach as outlined in the [Student Behaviour Strategy](#) and implement relevant [curriculum](#) and corresponding [resources](#) to enhance student learning and ensure students are ready and prepared for their future.

Teachers are committed to meeting the needs of all students in their classroom and differentiate learning through the implementation of the [Inclusive Education Statement for students with disability](#) and the [High Potential and Gifted Education Policy](#).



School Excellence

The School Excellence Cycle and Strategic Improvement Planning is underpinned by aspirational [targets](#) across key domains and [evidence-based strategies](#) which improve teaching and leadership quality.



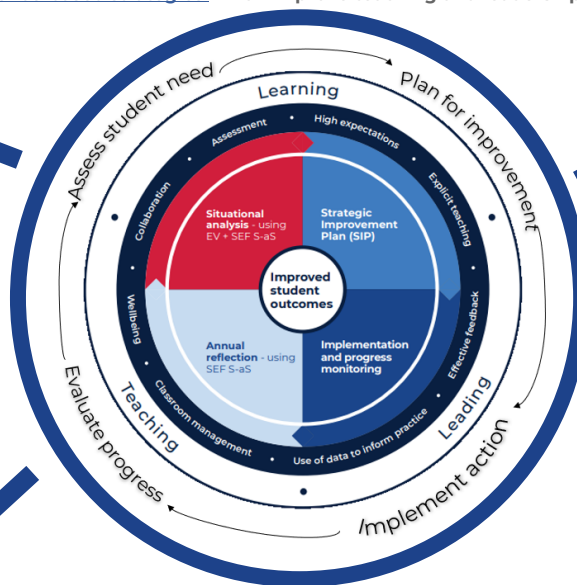
Schools use the [School Excellence Framework](#) in their pursuit of excellence by providing a clear description of the key elements of high-quality practice across the 3 domains of learning, teaching and leading.



[School leaders](#) create a culture and build an inclusive learning environment through a cycle of inquiry to facilitate learning. School leaders understand how important school leadership is in supporting students and lifting achievement and have a clear understanding of their [role](#) in leading their schools.



Schools identify, develop and implement [high impact professional learning](#) to create a cycle of continuous improvement within their context.



Schools use the latest research to inform evidence-based decision making and strategic directions. This includes accessing and utilizing resources and advice on [What Works Best](#).



As part of the School Success Model, schools work with their DEL and the department to identify and utilise relevant [universal supports](#) which can be used by all schools to assist in the achievement of targets.

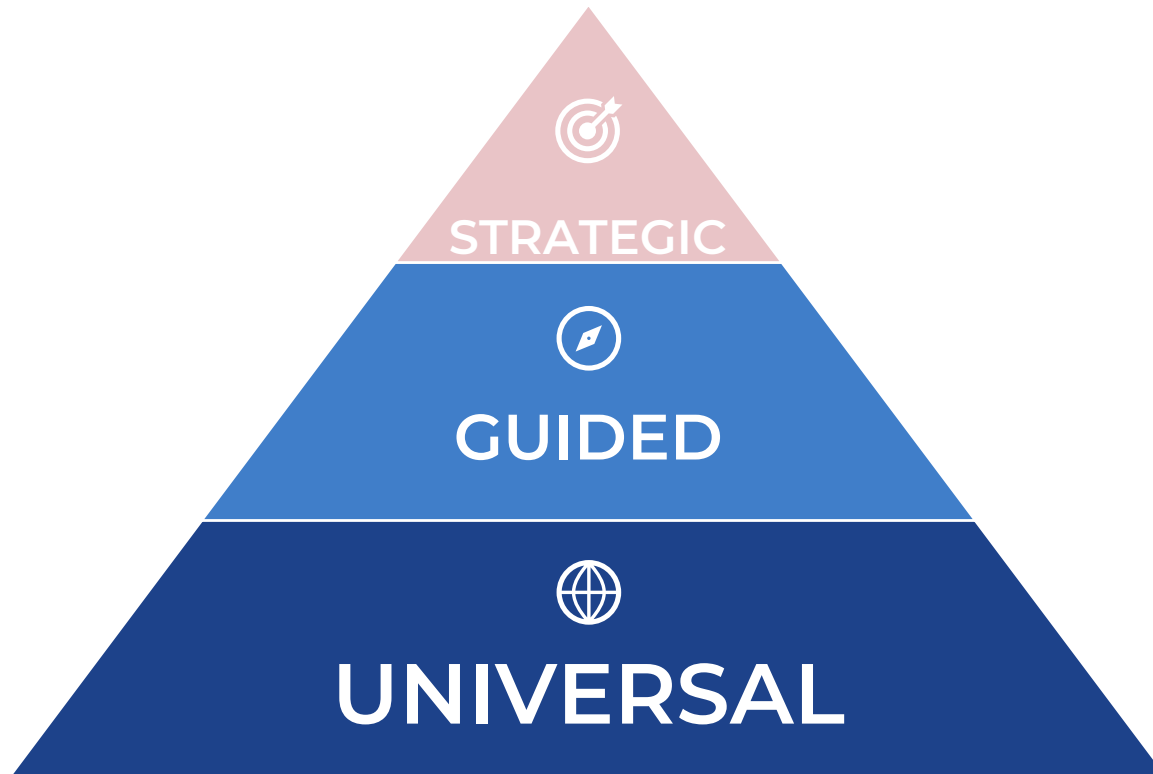


Universal supports are available for:

- [Reading and Numeracy](#)
- [Aboriginal Education](#)
- [Attendance](#)
- [HSC](#)
- [Wellbeing](#)

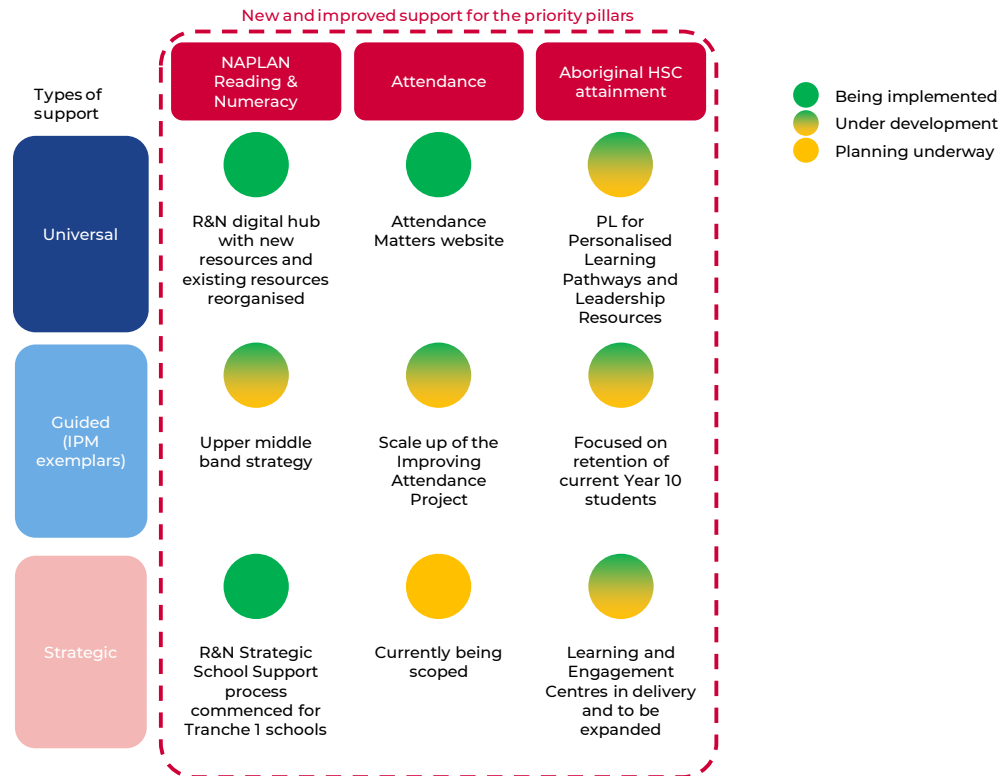
Support for Implementation

Data



Service

We are progressing the improvement of support for schools and planning further areas to be strengthened



School needs and support

School Success Model
(SSM) Outcome



Improve guidance and support from the Department

SSM Workstream

(4) School needs & support

Key steps

Identify schools
that need support

Determine what
support they
need

Understanding the need

1. Conduct bottom-up (SIPs) and top
down (system analysis/targets)

2. Determine types of support to be
deployed

3. Prioritise support

Develop and
deploy support

Evaluate
support for
impact

Deploying the support

1. Universal Support

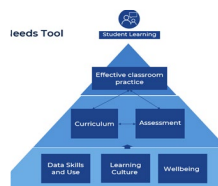
2. Guided Support

3. Strategic Support

TOOLS

a.

School Support Profile

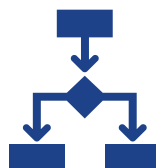


a.

Hierarchy of Needs Tool

b.

School Readiness Tool



- Find these in the [Engaging in the Right Support Dashboard](#)
- Find these tool in the '[Engaging in the Right Support](#)' Guide
- Find these tools on the [Toolkit Site](#).

c.

Engaging in the Right Support Guide

The full guide

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c.

Engaging in the Right Support QRG

Quick Reference Guide – 1xpager

b.

Collaborative discussion and decision-making guide



Toolkit site



Find links to all tools and more resources on the Toolkit site

New tools for DELs to identify school need

School Name School A		Network A		Existing Programs of Support LEED:EAIS		School Complexity Factors						
						Child Wellbeing Unit		Disability	Incident Support Unit	Out of Home Care	Refugee	Support Classes
						High		Average	Highest	Average	Higher	N/A

System Identified support (dynamic depending on supply)						
	Aboriginal HSC Attainment	Financial Management	Attendance	Reading	Numeracy	Behaviour
Metrics/Results						
1. Type of Support	Strategic	Strategic	Guided	Strategic	Universal	Guided
2. Nature/Duration	TBD	TBD	5 sessions over 6 months	15 weeks intensive support	N/A	N/A
3. Users	Classroom teachers	Classroom teachers	Attendance team	Classroom teachers	Classroom teachers	Classroom teachers
4. Availability	Term 3, 2021	Term 3, 2021	Term 3, 2021	Term 3, 2021	Term 3, 2021	N/A

School identified need aligned to support priority area/pillar						
5.1 SEFS-aS	Curriculum	Curriculum	Learning culture	Professional Standards	Professional Standards	School Resources
5.2 SEFS-aS value	Sustaining and Growing	Sustaining and Growing	Delivering	Delivering	Delivering	Delivering
6.1 SEFS-aS	Effective classroom practice	Effective classroom practice		Effective classroom practice	Effective classroom practice	
6.2 SEFS-aS value	Delivering	Delivering		Delivering	Delivering	
7. SIP Analysis	Identified	Identified	Identified	Identified	Identified	Not identified

Links to be found here for additional support/references:		Input your answers here:	
<ul style="list-style-type: none"> - Support name, quick description: Click here - Support name, quick description: Click here - Support name, quick description: Click here - Support name, quick description: Click here 		<div> What support will you choose <div>Choice 1</div> </div> <div> Follow up question: <div>Choice 1</div> </div>	
		Enter your rationale below:	

System Improvement

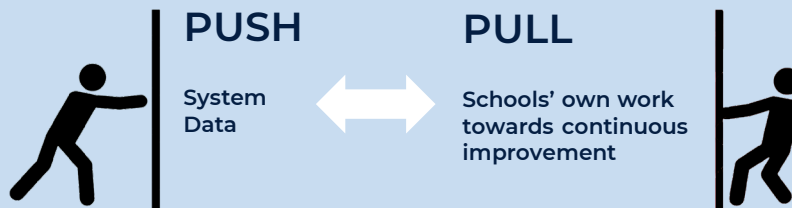
Election Commitments and Social Policy

Opportunities

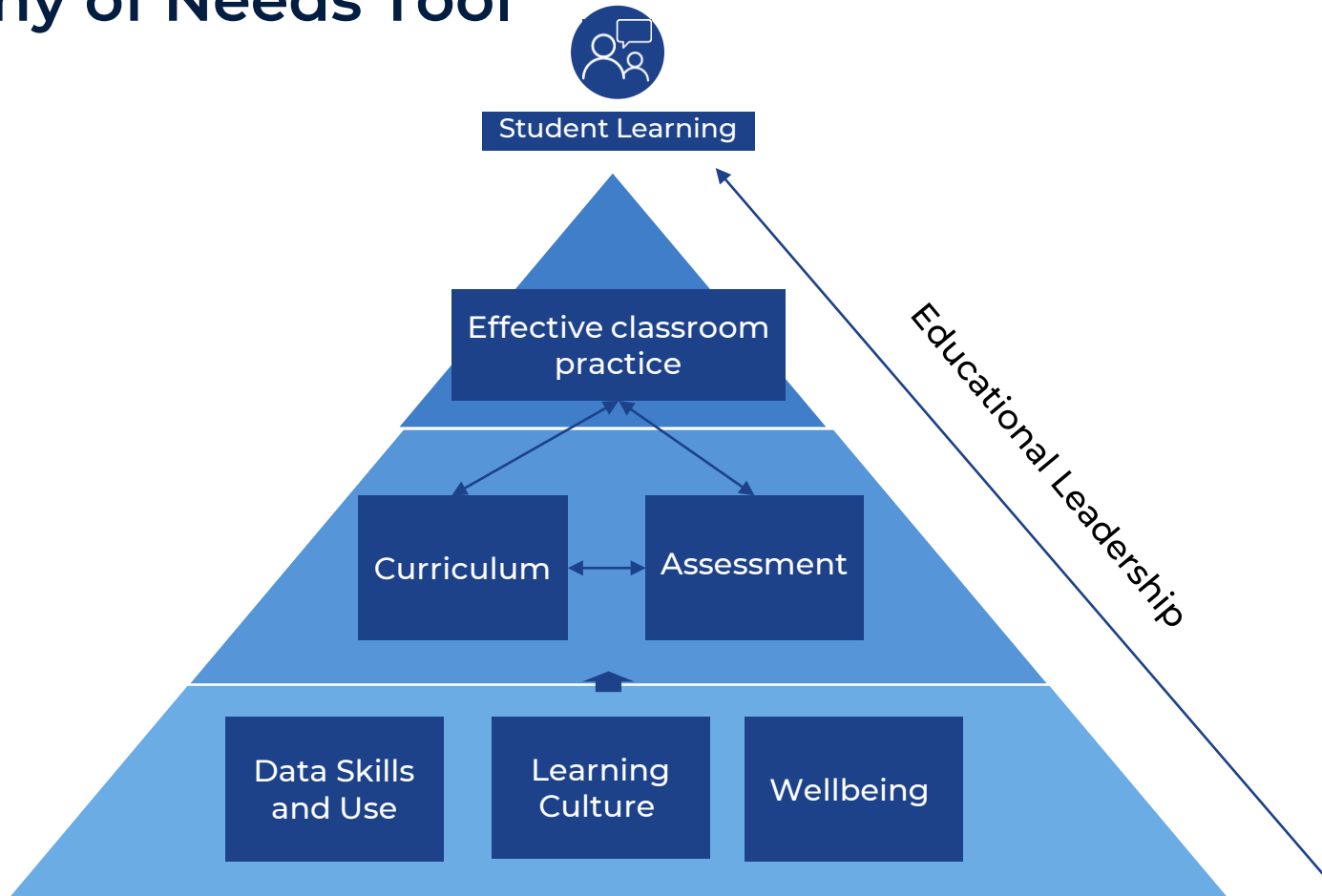


School Driven Improvement

Moral Imperative



Hierarchy of Needs Tool



Debrief and Q&A

