



Department of
Education



**Focus
2020**



Message from the Director General

The Western Australian public school system is a major contributor to our State's prosperity and growth. More importantly, through its key focus on inclusion, equity and excellence, public schools foster wellbeing and participation of all of its students.

Focus 2020 has, at its heart, a recognition that we are one public education system with student needs at the centre of everything we do. I am committed to ensuring that every public school has the level of autonomy it needs, and benefits from the expertise and excellence of staff across the State.

It is important we collaborate, and beyond that, we know collective professional efficacy is what will foster quality teaching and learning, make great places to come to work and learn, and indeed drive innovation and high expectations for all students.

Every school in every community across our State is on a path of continuous improvement; however, we recognise some schools will require more support than others. That's why we are prioritising access to resources and services for schools that face the greatest challenges and disadvantage.

In Focus 2020 we recognise too that, in order to deliver quality teaching and learning outcomes, school leaders depend on our strong support in business service areas like ICT, finance and infrastructure. We are also committed to strengthening systems within and beyond schools that deliver robust integrity, governance and assurance.

On behalf of the Corporate Executive, I proudly acknowledge your efforts and achievements in putting students at the centre of everything you do. We encourage you to use the strategic directions for public schools 2020–2024, *Every student, every classroom, every day* and Focus 2020 with your school community in planning for the year ahead.



Lisa Rodgers
Director General



SCIS NO: 1852760
ISSN: 2204-1516
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Western Australia 2019

Department of Education
151 Royal Street
East Perth WA 6004
T: 9264 4111
W: education.wa.edu.au

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We acknowledge the traditional custodians of the lands on which our students live and are educated. We acknowledge parents, families and communities as the first educators of their children. Aboriginal people have a long tradition of teaching and learning through sharing their connections with the land and sea, and through their stories and lived experiences that are passed from generation to generation. We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.

Front cover photo: Keith Svendsen, Principal of Baldivis Secondary College (WA Secondary Principal of the Year 2019), and students

1 Provide every student with a pathway to a successful future.

Together we will:

- Support learners to make the best start with access to high quality, evidence-based learning opportunities in the early years.
- Analyse data and evidence to better understand student, school and system performance.
- Identify the needs of individual students to develop evidence-based approaches to support them to succeed in their pathway.
- Know the literacy and numeracy needs of every student, to support them to build foundational competencies.
- Prioritise students identified as being at high risk of not achieving, and implement targeted approaches to successfully engage them in their education.
- Increase the number of students regularly attending school.
- Foster strong links between education, training and work, to strengthen pathways for individual students into work or further study.
- Engage in early pathway planning to support young people to transition through their education and into work or further study.
- Engage all students in STEM.

Support for schools will:

- Provide advice and guidance on planning for and embedding contemporary and emerging work capabilities.

2 Strengthen support for teaching and learning excellence in every classroom.

Together we will:

- Embed whole-school approaches and professional collaboration to strengthen teaching, learning and leadership.
- Create the conditions for students to develop their personal self-worth, self-awareness and identity.
- Develop and use knowledge of Aboriginal histories and experiences, cultures and languages, and family relationships to positively impact student wellbeing and achievement.

Support for schools will:

- Prioritise the provision of professional learning for schools with the greatest identified needs.
- Commence the development of a system-wide K-12 literacy framework, which is evidence-based, age-appropriate, and culturally responsive.
- Establish principal coaches to assist principals to have a greater impact on leading teaching and learning.
- Strategically resource approaches to support improved Aboriginal student outcomes.

3 Build the capability of our principals, our teachers and our allied professionals.

Together we will:

- Maintain the health and wellbeing of staff and implement a health and wellbeing strategy to support all employees.
- Develop workforce plans, to attract, develop and retain high quality staff.

Support for schools will:

- Provide ongoing training and additional resources to enable safe and supportive school environments, including the 10-point action plan to address violence in schools.
- Expedite the implementation of the Leadership Strategy.
- Implement a co-designed Aboriginal Aspirant Leadership Program and strategies to build and develop our Aboriginal workforce.
- Commence the development of a Reconciliation Action Plan.
- Implement a customised program focused on developing the cultural responsiveness of school leaders.

4 Support increased school autonomy within a unified public school system.

Together we will:

- Enable greater decision-making at the local level while strengthening our collective purpose, through schools working together.
- Sharpen the focus of networks on outcomes for students and staff development.

Support for schools will:

- Implement a single Delivery Agreement for all schools, which includes a focus on outcomes, and attendance and retention.
- Continue and enhance differentiated Public Schools Review.
- Implement support for principals and schools to respond to their Public Schools Review according to need.
- Support schools to embed strong governance and risk management practices.
- Leverage the expertise of our professionals to build excellence across the system.

5 Partner with families, communities and agencies to support the engagement of every student.

Together we will:

- Harness the support and expertise of families as critical partners in students' learning.
- Strengthen partnerships with agencies and other providers to assist students with complex needs.
- Work with partner agencies and providers to support children to be ready for school.
- Improve collaboration with agencies and providers to enhance our services and support for students with disability.

Support for schools will:

- Continue to support schools to engage and work with parents and communities.
- Promote and engage with initiatives to support students, families and communities most at risk, including alcohol and other drugs education programs.
- Develop targeted approaches for children and young people not connected with schooling to re-engage with learning.

6 Use evidence to drive decision-making at all levels of the system.

Together we will:

- Deliver against major Inquiries, Royal Commissions and Reports.
- Use data and evidence to ensure decisions are made in the best interests of children and their outcomes.
- Use data including student voice to examine the impact of teaching.
- Track and monitor attendance and retention.

Support for schools will:

- Identify appropriate metrics to understand and build on the capabilities students need to succeed in life.
- Identify appropriate metrics for measuring wellbeing.
- Build research and evaluation capability.

Artwork:

Enhance capability - *Build on past progress to create empowered teachers who build better futures for students.* The circles leading from small to large show the empowerment and growth of teachers who build better futures for all students.

The black and white lines either side of these circles show how teachers are supported by school leaders and the Department of Education WA to develop high quality practices. This support ensures that all teachers entwine a culture of high performance with a culture of high care.



About the Artist:

My name is Rosie Paine and I am a Yilka woman from Cosmo Newberry, an Aboriginal community in the north eastern Goldfields of Western Australia. Through my mother I am a proud Noongar/Yamatji woman and through my father I am a proud Wongutha/Ngaanyatjarra woman. I currently work as Principal Consultant with Aboriginal Education Teaching and Learning at Statewide Services.

Explore the story behind the artwork at education.wa.edu.au/artwork.