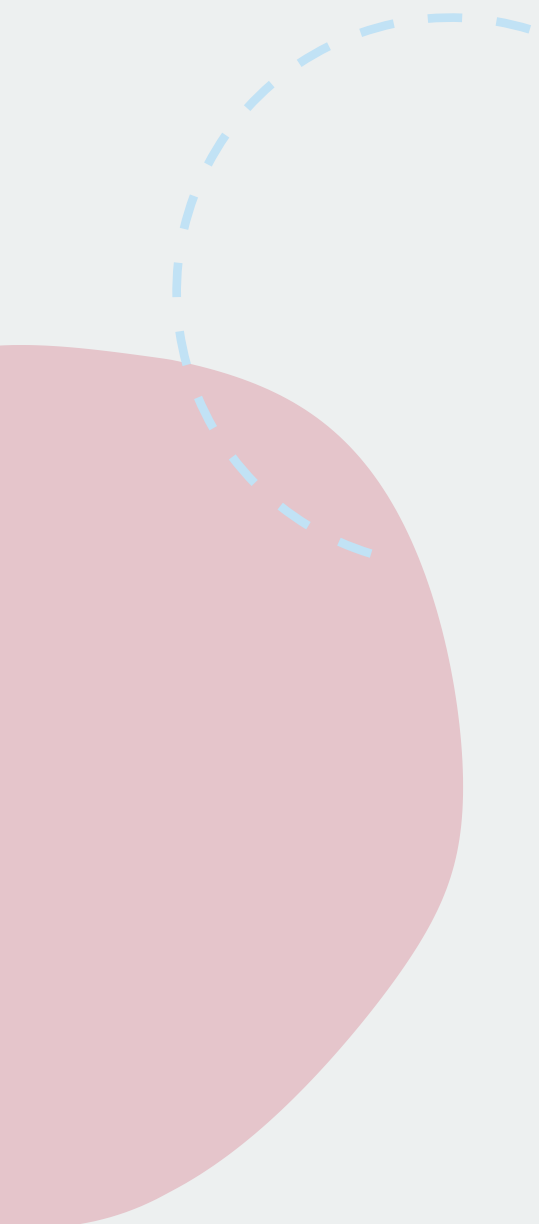


NSW Department of Education

Digital Customer Experience Strategy





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About this document



What it is...

- A vision for the customer experience developed through a formal process of understanding their needs and engagement drivers
- A direction and initial thinking for discussion
- Includes design concepts used for testing only
- Outlines features that could deliver a customer experience platform
- A roadmap of the user experience (UX) and customer experience (CX) needs to inform the development of solutions
- Includes statement(s)/guiding principles, values, personas/archetypes and built through empathy
- Has a clear set of measures

What it is not...

- It is not a final look & feel for the design, digital interface layouts or designs
- It doesn't suggest business solutions or technical and implementation feasibility
- It is not a business case
- It is not a Technology or delivery strategy

Key Objectives

Create an aspirational vision for a CX which will:

Enable

Enable achievement of the department's 5 year strategic plan by contributing to the foundation for future focussed learning and a less classroom centric teaching and learning model (See Appendix 1).

Empower

Empower schools to create a culture of engaged students who are preparing for jobs of the future.

Maximise

Maximise efficiency and consistency while encouraging Local Schools, Local Decisions.

Support

Support every student along their own individual K-12 journey.

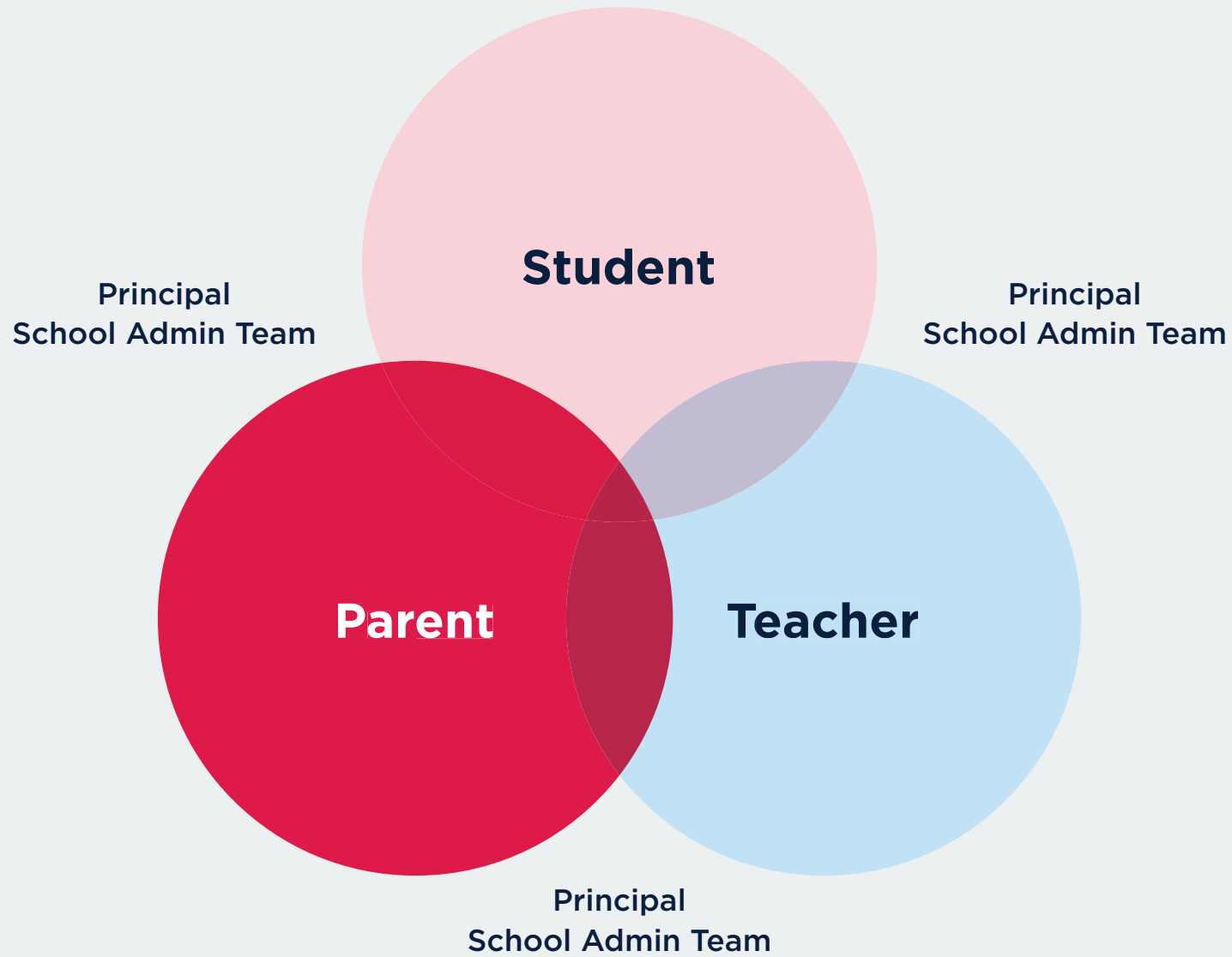
Foster

Foster communication and collaboration between students, teachers and parents with the support/input of Principals and school administrators.

Build

Build a platform which delivers data continuity, integrity and accessibility.





The role of the Principal and Schools Admin Staff is recognised as critical to ensuring learning outcomes for students, parents and teachers

Background



Current landscape

- Current customer experience is fragmented and is difficult to navigate through different applications according to the task
- There is no single DoE / Schools network-wide engagement platform for parents, students and teachers
- Gap identified for parent engagement strategy
- Parents need a single platform that provides them with more effective engagement with schools, teachers and their children's learning journey from K-12.
- Multitude of locally implemented and managed systems, for example 1300 individual instances of Sentral are used but do not provide usable data for centralised decision making or budgeting as they are all siloed systems
- 3PI has started a consolidation of systems but with low breadth or depth of coverage
- A consistent theme from variety of research is the need for a DoE owned solution that is responsive and seamless in managing school administration and student data, providing a single consistent view of all school, parent and student data.

‘More than 2000 parent engagement surveys have been completed and over 200 behavioural studies have been conducted as part of 6 user research projects.’



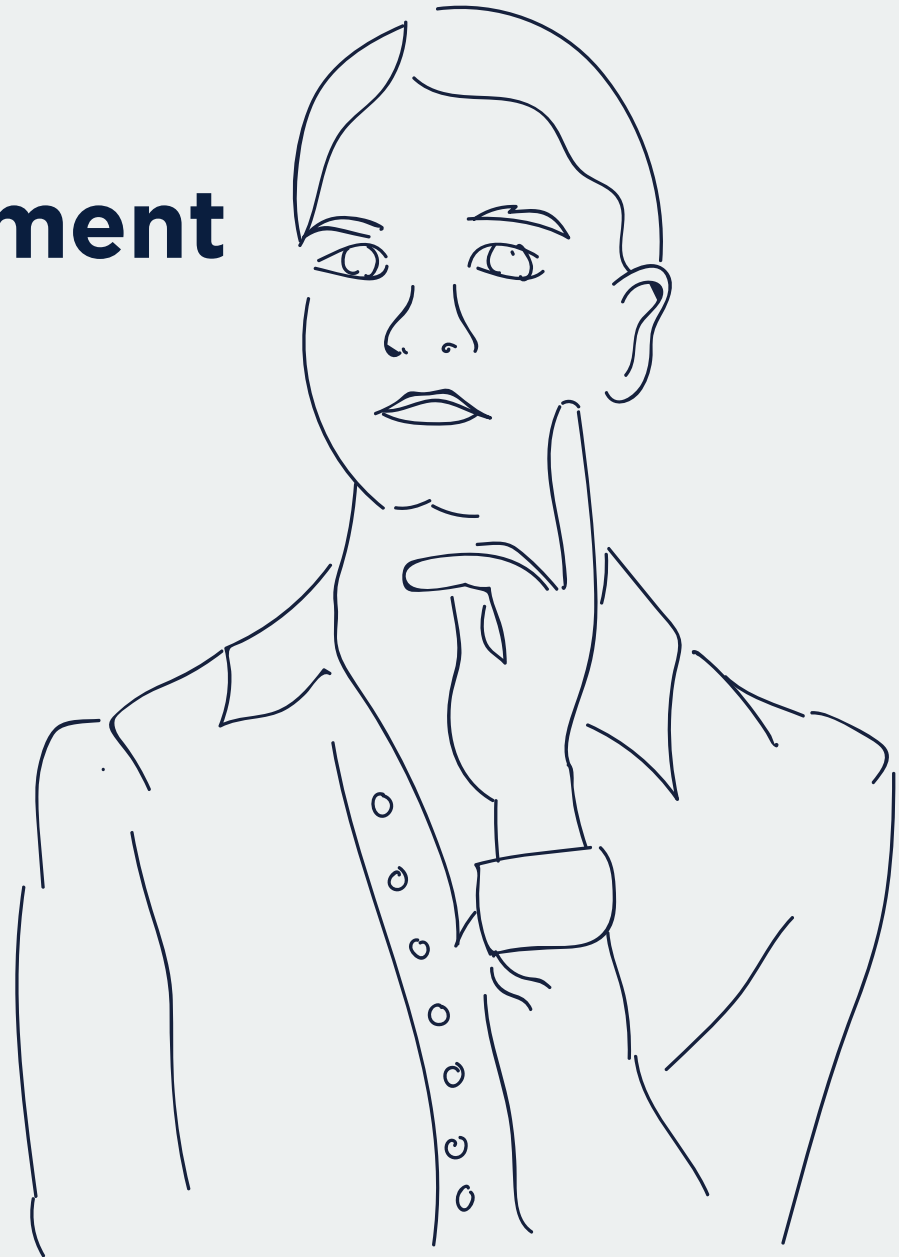
Previous research and project work

- Three projects to establish a Parent Portal have been commenced but for many reasons have not achieved successful implementation
 - Several attempts have also been made to introduce a single payment solution but due to industrial relations issues and high perceived risk, these were also abandoned.
 - A key gap was a complete scope for a payment hub solution and where it fits into a broader strategy for parent engagement
 - Experience of these attempts are informing this CX vision
 - Research into customer needs has been ongoing for 7 years including behavioural studies and market research using quantitative and qualitative analysis
- More than 2000 surveys parent engagement have been completed and over 200 behavioural studies have been conducted as part of 6 user research projects
 - Methodologies included interviews (face to face and phone), competitive/ comparative and opportunity analysis, surveys, focus groups, card sorts, content prioritisation and user testing
 - Research into the solutions used by other states has also been an ongoing part of information gathering.

Changing education and learning environment

Data, decision making and pedagogy

- Teaching and learning outcomes are both data driven and pedagogy driven — Principals and teachers need data to support decision making to improve outcomes
- Data is currently stored in multiple locations and databases with no continuity of department governance in data management, analysis, use etc
- Enable easy and direct communication between parents and the school so the school can better support the student from K-12
- Single source of student data that is consistent, accessible and current, for example special learning needs, ESL etc.



Collaboration and visibility

- Parent to have visibility of what the child is learning and how they are progressing in real time for example attendance and sudden performance issues can be addressed early
- Students are an increasingly collaborative generation and are filling that gap themselves using unmonitored tools indicating a need for a supported collaboration platform
- Teachers could benefit from a profession focussed collaborative platform to share reference and resource materials between eg schools in same subject areas and schools in the same local area
- Information overload is a risk when no governance or structure is provided to sharing content

Multiple applications and inefficiencies

- Third Party Integration (3PI) was initiated to improve the consistency and integrity of data available in centralised reporting systems to assist in managing risk to schools and the department while supporting administration functions within schools
- 3PI currently has a limited uptake and only includes timetabling and attendance information
- Parents complete multiple forms multiple times requiring data entry at the school
- Parent payment experiences differ between schools and even within schools depending on payments types eg. uniforms, excursions, contributions etc
- All the different systems are used for similar or same outcomes
- Excess of applications has led to inefficiency, inaccuracy and buried data which is hard to access, use and benefit from which further impacts workload issues
- Most of the transactions and information parents need could be self-service eg payments, medication information, absentee advice, event registration and uniform ordering etc.



Problem Statement:

“To define a student centred hub that allows parents and carers, teachers, staff and students to connect, collaborate, engage and communicate about the students’ entire education journey.”

Archetypes

Student



How can I be prepared?

“I need my past marks, to improve on in the next task. It helps if I know what’s coming up next and what I need to do.”

Parent



How can I stay informed?

“I need visibility of my child’s results, attendance and events so I can support and maintain their wellbeing.”

Teacher



How can I be free to teach?

“You can’t be everything in the classroom although we do try. Sharing resources make sense.”

Principal



How can I oversee so many details?

“I believe a principal should be accessible to staff, students and parents. I also need to manage the school.”

School Admin



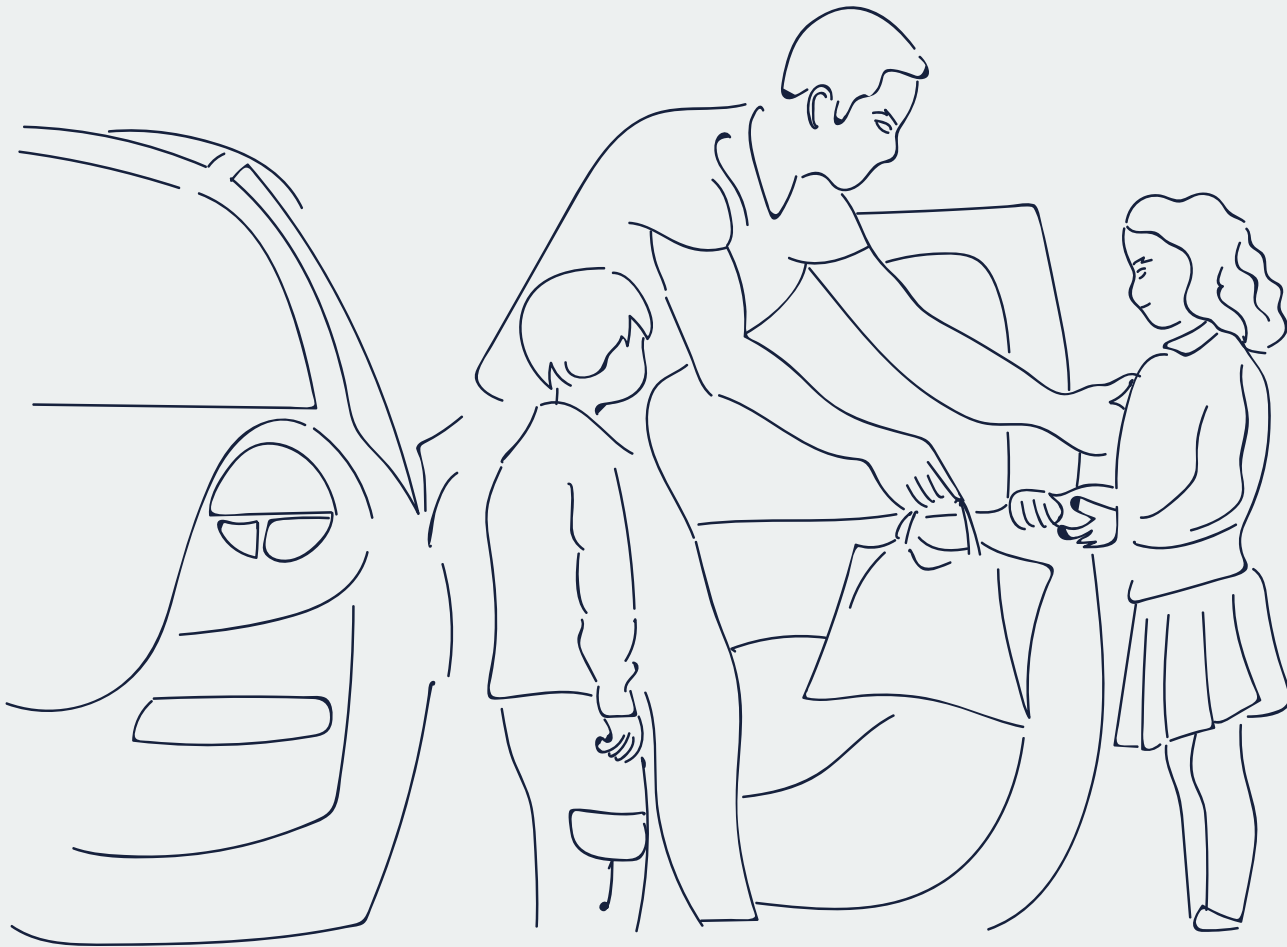
How can I handle all the enquiries?

“I get lots of enquiries from people who can’t find the information themselves. And I enter lots of data multiple times.”

Customer Desire

For a student centred single source to support the student’s education journey from K-12 which enables parents/carers, teachers, staff and students to connect, collaborate, engage and communicate to help the student reach their potential.

Methodology and Approach



The methodology and approach included:

- Design thinking approach
- Data analysis based on 7 years of research
- A series of 3 workshops with corporate staff, principals, teachers and support staff ^
- Two playback sessions that included ideation to develop concepts ^
- Concept testing with parents and students
- Updates based on feedback.

^ See Appendix for workshop format and session outcomes

Concepts created and tested focused on student, parent and teacher scenarios that responded to a “how might we” question, including:

- How might we foster community between new parents (such as ride sharing)?
- How might we explore a student Check-in, and 360 feedback between parents, teachers and students?

Findings/Insights





Student



How can I be prepared?

Key needs:

- Understand where to be, what's due and what assessments are upcoming
- Feedback on past work for areas to focus on
- All notes etc in one place and go straight to parents/carers
- Student check in — “how are you going?”
- Caters for various family situations.

As a student, if I am actively involved in my learning if I have visibility over...

- Knowing what's coming up
- Knowing what I'm supposed to do
- Understanding feedback
- Communicating with teachers
- Collaborating with my peers.

“I feel connected, informed and prepared at school to achieve my best as a student.”

Parent



How can I stay informed?

Key needs:

- Simple, straight to the point, billing and information systems
- The focus is the student, if it's easier for parents and teachers, it's better for the student
- Opportunity to give you the resources to be more involved in your child's learning, we are investing in our future
- Save time on admin so more time for supporting our students
- State level information is important so the message is consistent
- This will support the curriculum and resources being readily available
- Have access to what the teacher is teaching
- Know their child is safe and supported and information to support their child
- New parents support
 - navigating through the systems

- Monitor and report child's attendance and work performance
- Know information about their child is transferred year to year, eg. special learning needs, social issues

As a parent, when I have visibility over...

- School timetable
- School events
- Student progress
- Student milestones
- Student resources
- Student attendance.

“I can be actively involved in my child's education.”

Teacher



How can I be free to teach?

Key needs:

- Provide feedback to students and parents to create regular & consistent communications in context
- Quick and easy to use — more time for teaching
- Greater understanding of student situation
- Opportunity for direct communication with parents when needed, doesn't rely on child passing on information
- Less 'chasing' students for eg notes, forms etc.

As a teacher, when I can easily...

- Communicate with parents on my terms
- Track and monitor my upcoming tasks
- Automate my reporting processes
- Collaborate, view and review lesson plans
- Stay up to date with school events.

“I feel I have more control over my admin tasks and feel like I have more time to teach.”

Principal



How can I oversee so many details?

Key needs:

- Facilitate more direct communication with parents
- Don't overload the top end
- For success this has to be compulsory, schools don't have a choice
- Has to be use friendly for all user groups
- Relationships: ensure this facilitates relationships (especially in high school).

As a Principal, when I can easily...

- Access and analyse information
- Feel confident important information has been effectively shared with parents
- Handle enquiries from new prospective parents
- Spend less time overseeing administration.

“I can make better and more informed decisions and manage the growth and improvement of the school.”

School Admin



How can I handle all the enquiries I get?

Key needs:


- Efficient use of time
- Reduced duplication of data entry from multiple forms
- If parents can find the information they need, I am freed up to support teachers better
- Single source means easier access to the right data
- With access to the right data I can provide the Principal with information quickly and easily to support decision making.

As a school administrator when I can easily...

- And quickly put my hands in the information needed
- Spend less time dealing with phonecalls from parents\carers
- Distribute forms, newsletters and other communications that take a lot of time to manage
- Spend less time entering data.

“I have more time to support the Principal and teachers so they can focus on improving student outcomes.”

Key Themes



Consistent communication between schools, teachers, parents and students.



Single view of reliable, up to date information from a single destination.



Easy way of sharing, collaborating, transacting and communicating between users.

Recommendation

- 1. Endorse the customer experience vision and strategy**
- 2. An executive sponsor is assigned and a cross functional team is established to prepare a business case, identify solution options, investment and implementation requirements**
- 3. A plan will then be presented to the TSG in September (assume 2 month timeframe to complete initial start-up phase)**



The Vision

“The future is already here, it’s just not evenly distributed yet.”

William Gibson,
writer and ‘cyberspace’ visionary.

The vision aligns with the 5-year strategic plan in delivering education & learning outcomes for the citizens of NSW. In addition the vision will meet the digital expectations of teachers, students and parents and provide an education model that supports online collaboration, communication and transacting with a single integrated view of students. See Appendix 5 for CX Frameworks and Goals of the Strategy Plan

A focus of our activity at the Executive is to look at how we can lift the administrative burden from school principals, teachers and support staff. The strategy is also looking to improve how we deliver new software and policies to schools. It also should challenge whether current administrative requirements help schools meet the strategic priority of improving teaching and learning, alternatively if it creates a safe and healthy working environment for staff and students.

The Goal

Enable a human-to-human connection around a single view of the student.

The vision is to bring current and developing systems into a single destination with a consistent and customised user experience (UX) that we own.

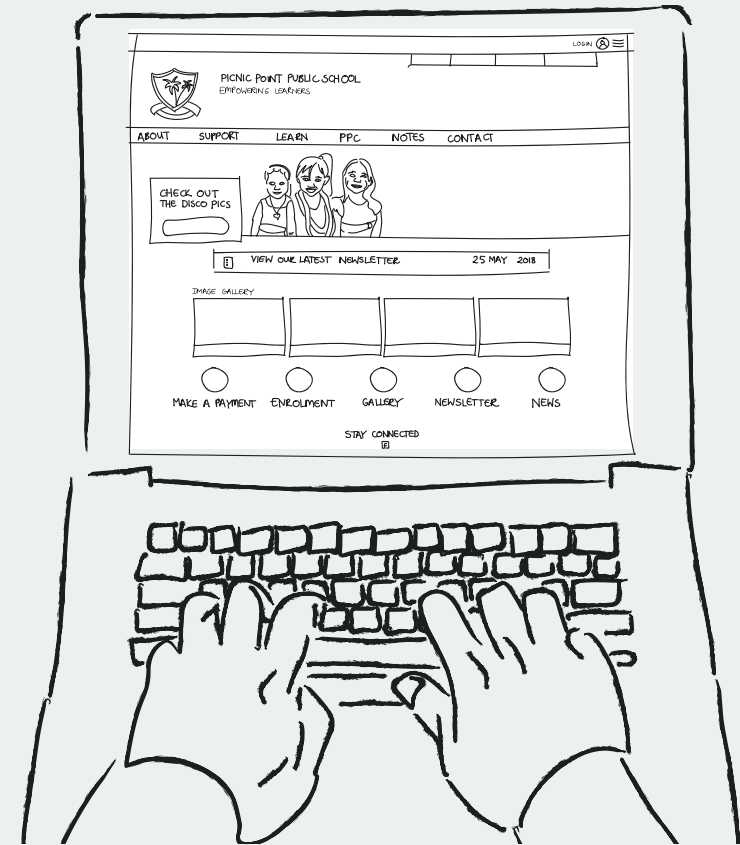
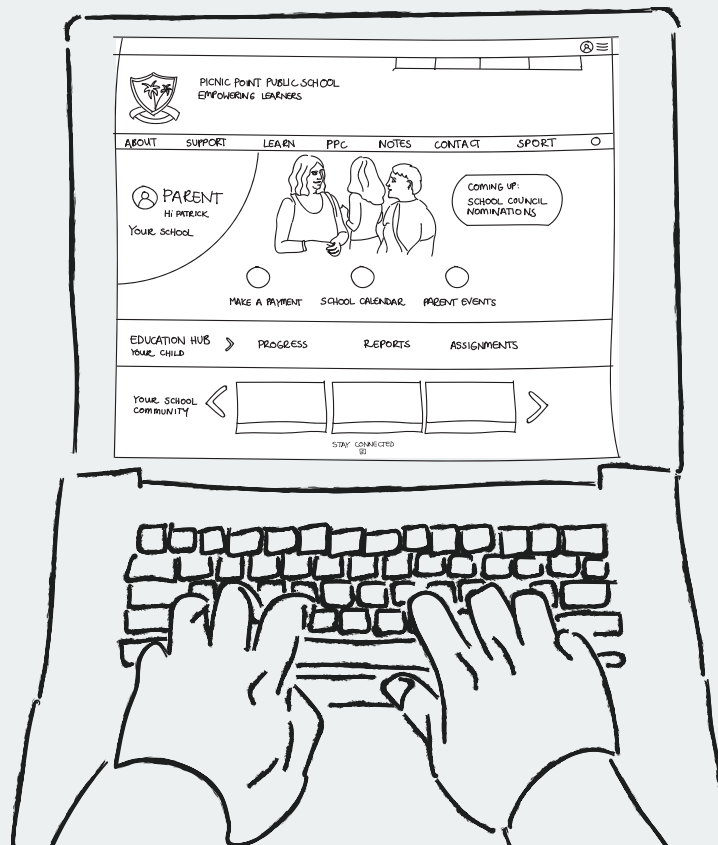
The aspiration is that DoE develops a CX solution that is responsive and seamless in managing school administration and all school, parent and student data providing a single source of truth.

This vision will contribute a key part of the foundation of the school model that will take all NSW DoE schools into the future. Not about reinventing but bringing things together via an **education marketplace**.



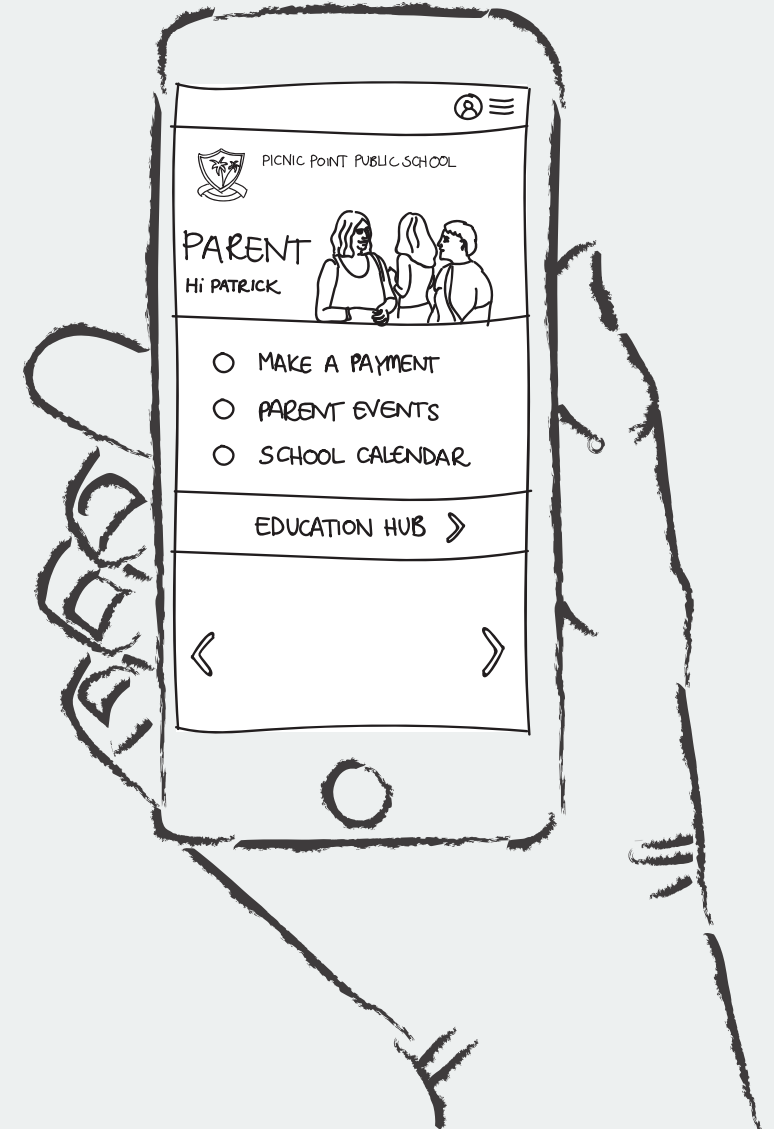
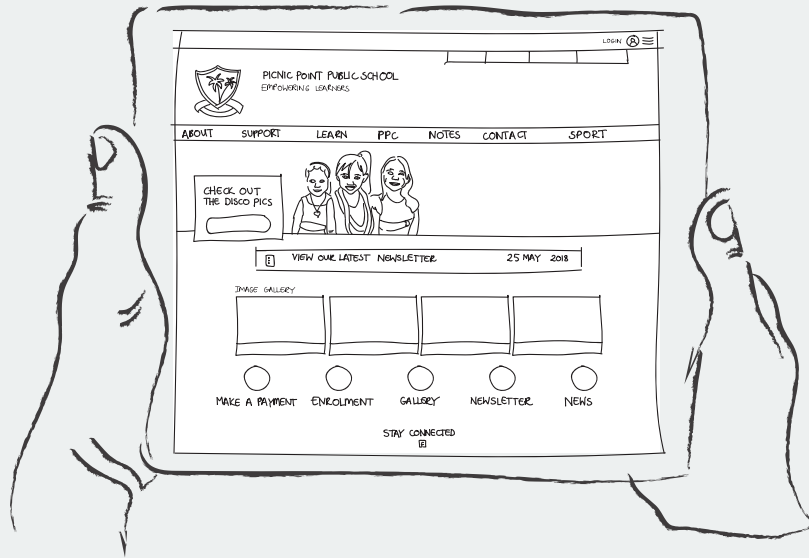
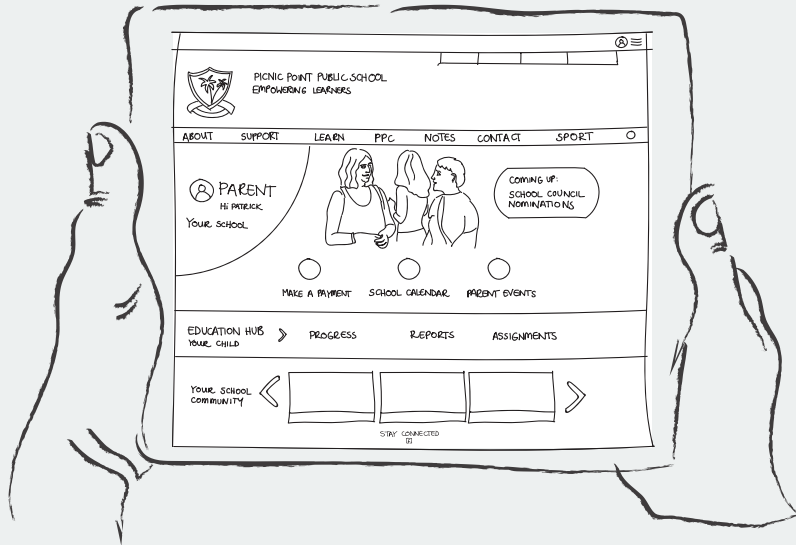
Concept Direction

In this view of the vision/strategy we collapse the student/parent/teacher portal into the school website to create a single destination for our users.



[See the concept direction video >](#)

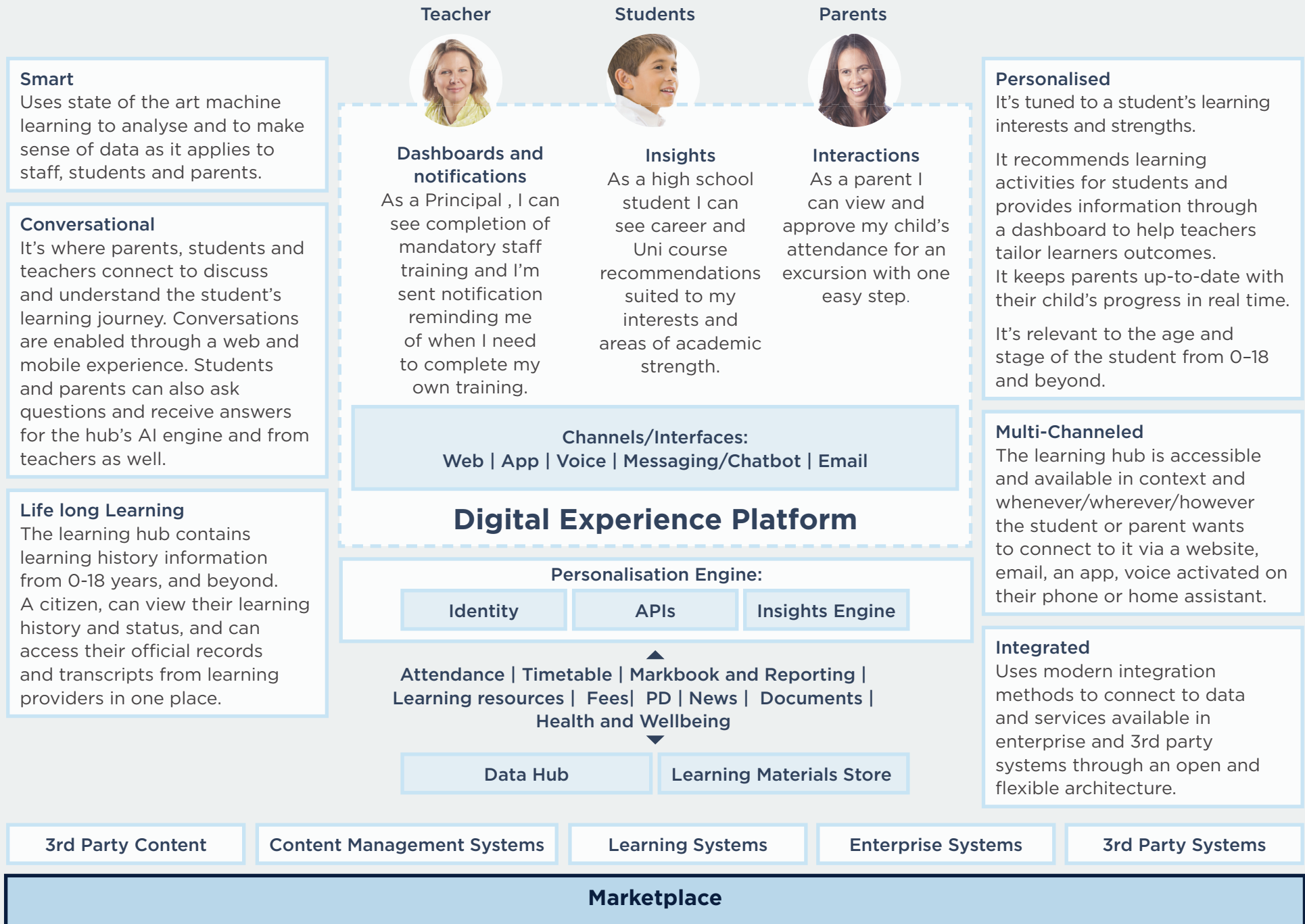
<https://drive.google.com/open?id=1px61pNo2p-DVI9SaFIHqCoLWVIFo2HjW>



The Education Hub



The education hub will provide a **personalised, consistent, integrated** and **intuitive** experience that will deliver better learning outcomes for the citizens of NSW

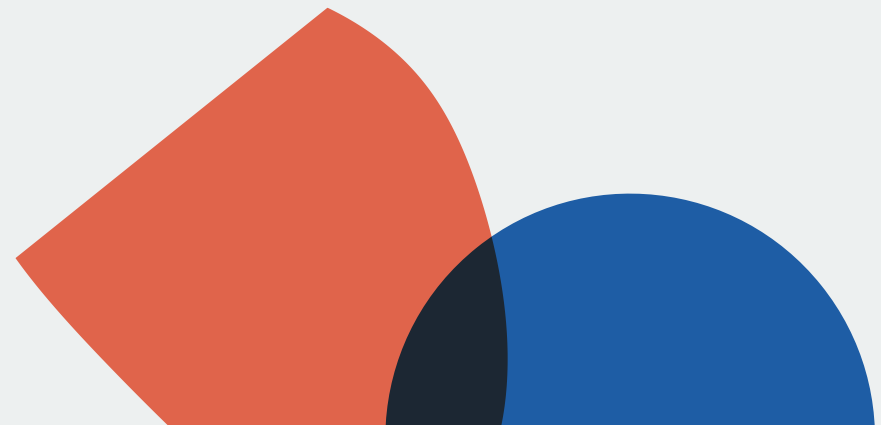


Next Steps

1. Establish a Schools' Executive Sponsor
 2. Prepare the initial business case, identifying solution options & investment requirements
 3. Establish a project team, together with the necessary governance structure and prepare an initial plan (PID)
 4. Engage with existing in-flight projects across the Department to review their scope and expected outcomes and benefits to ensure alignment with the vision and strategy
- from a portfolio and program perspective
5. Engage with the architecture team to define capabilities, information and integration requirements
 6. Prepare a communications plan, identifying key stakeholders & how these stakeholders will be engaged throughout the life of the project

Impacted projects

1. The SALM state of direction strategy
2. The portal personalisation
3. Development of a solution for the parent Identity
4. ERN Online accelerator project



References

Notes:

Links to all the previous research

Content:

[NSW DoE Parent & Citizen Engagement State - Comparative Analysis Summary](#)

DoE 2017

[NSW DoE Student Lifecycle, 0-18 Research](#)

Tricky Jigsaw 2017

[NSW DoE Corporate Research Report](#)

Sitback Solutions, 2015

[NSW DEC Schools Research Report](#)

Sitback Solutions, 2015

[NSW DoE Schools Website Service Parent Research](#)

DoE, 2015

[Parent Engagement Research Report](#)

Ipsos Social Research Institute, 2014

[NSW DEC Public Schools Concept Document](#)

Meld Studios, 2013

Workshop Series & Playback Sessions





Workshop 1

Date: March 7

Participants: DoE staff

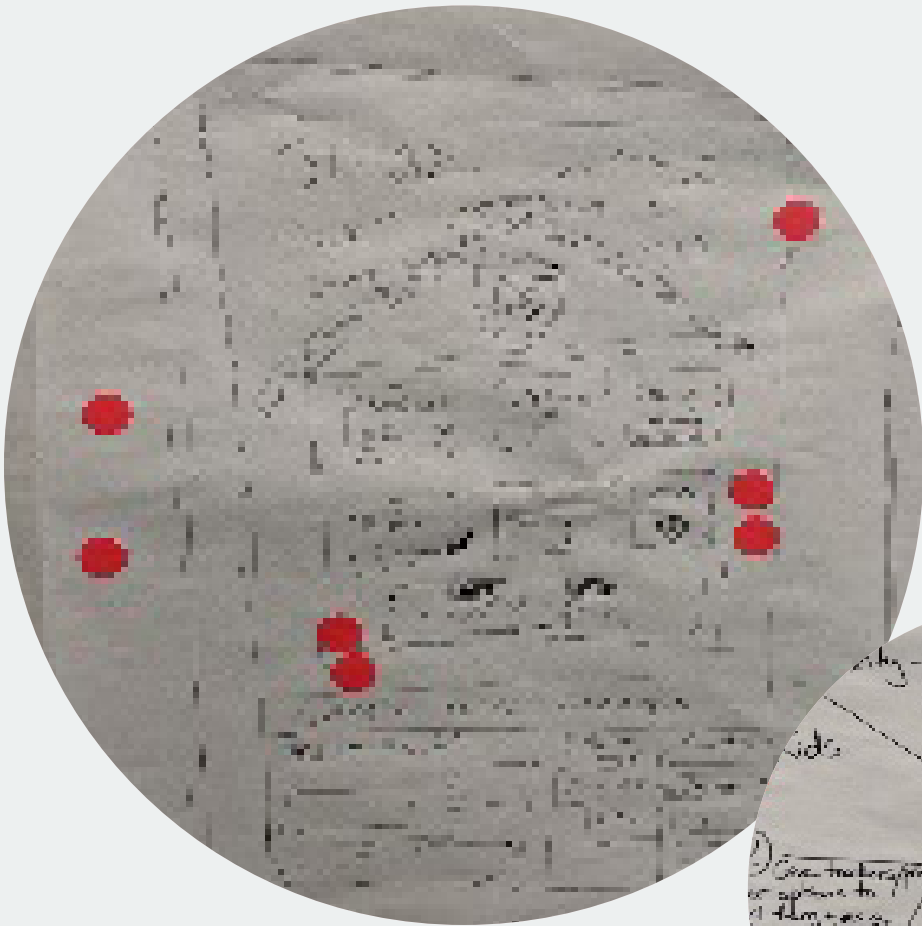
Tools:

- How Might We
- Crazy 8
- Solution Sketching
- Like Learnt Lacked

Key theme:

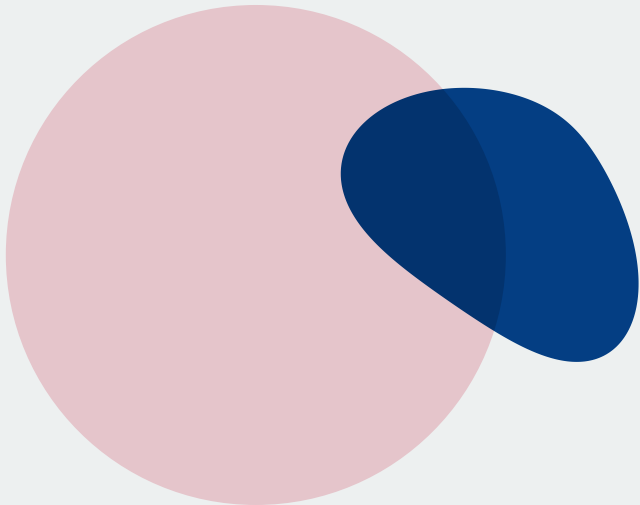
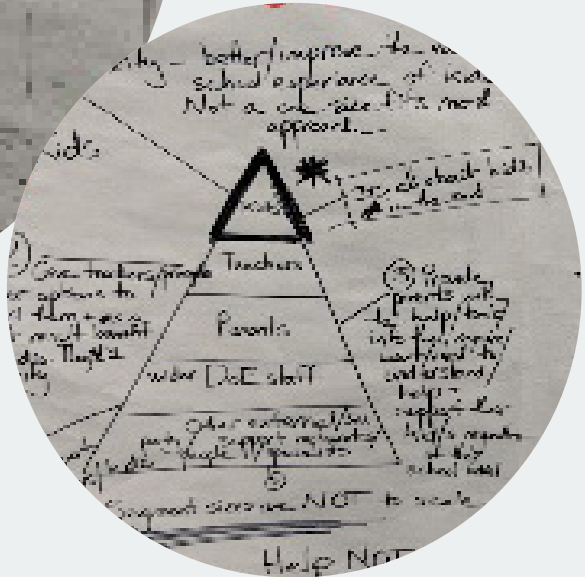
“For the Department to define a vision for an Education Hub that will allow parents and carers to connect, collaborate, engage and communicate with staff about their child and school.”





Questions and issues:

- How do we free up the teacher to teach?
- How do we help parents support their child?
- So that we can help a student in this process.



Workshop 2

Date: March 9

Participants: DoE staff and teachers

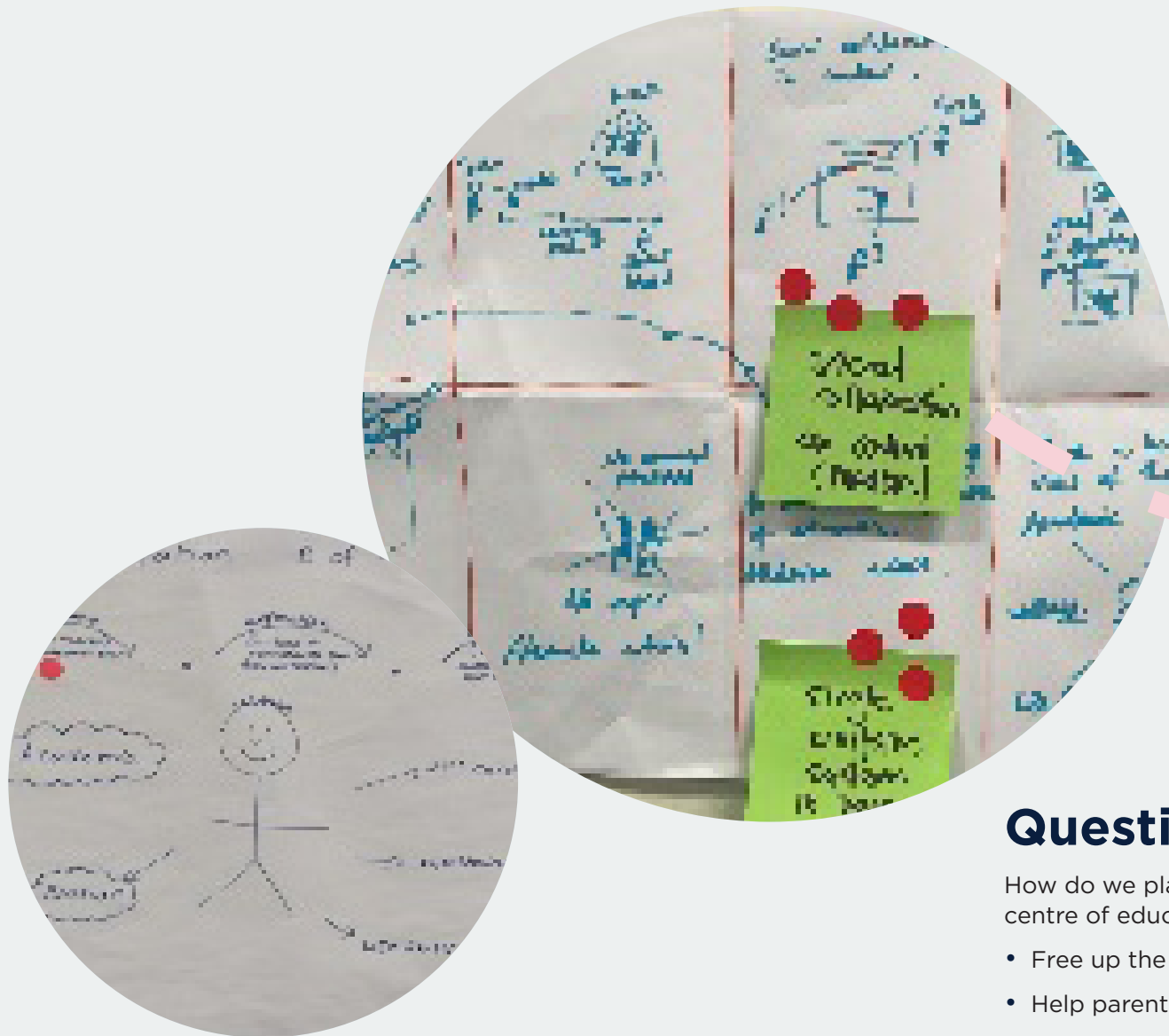
Tools:

- How Might We
- Crazy 8
- Solution sketching
- Like learnt lacked

Key theme:

“For the Department to define a vision for an Education Hub that will allow parents and carers to connect, collaborate, engage and communicate with staff about their child.”





Questions and issues:

How do we place students at the centre of education so we:

- Free up the teacher to teach?
- Help parents to support their child?

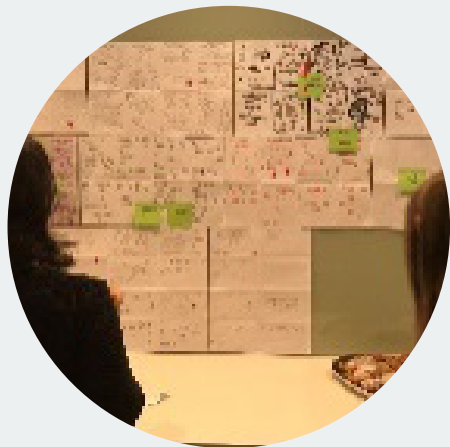
Workshop 3

Date: March 23

Participants: Parents

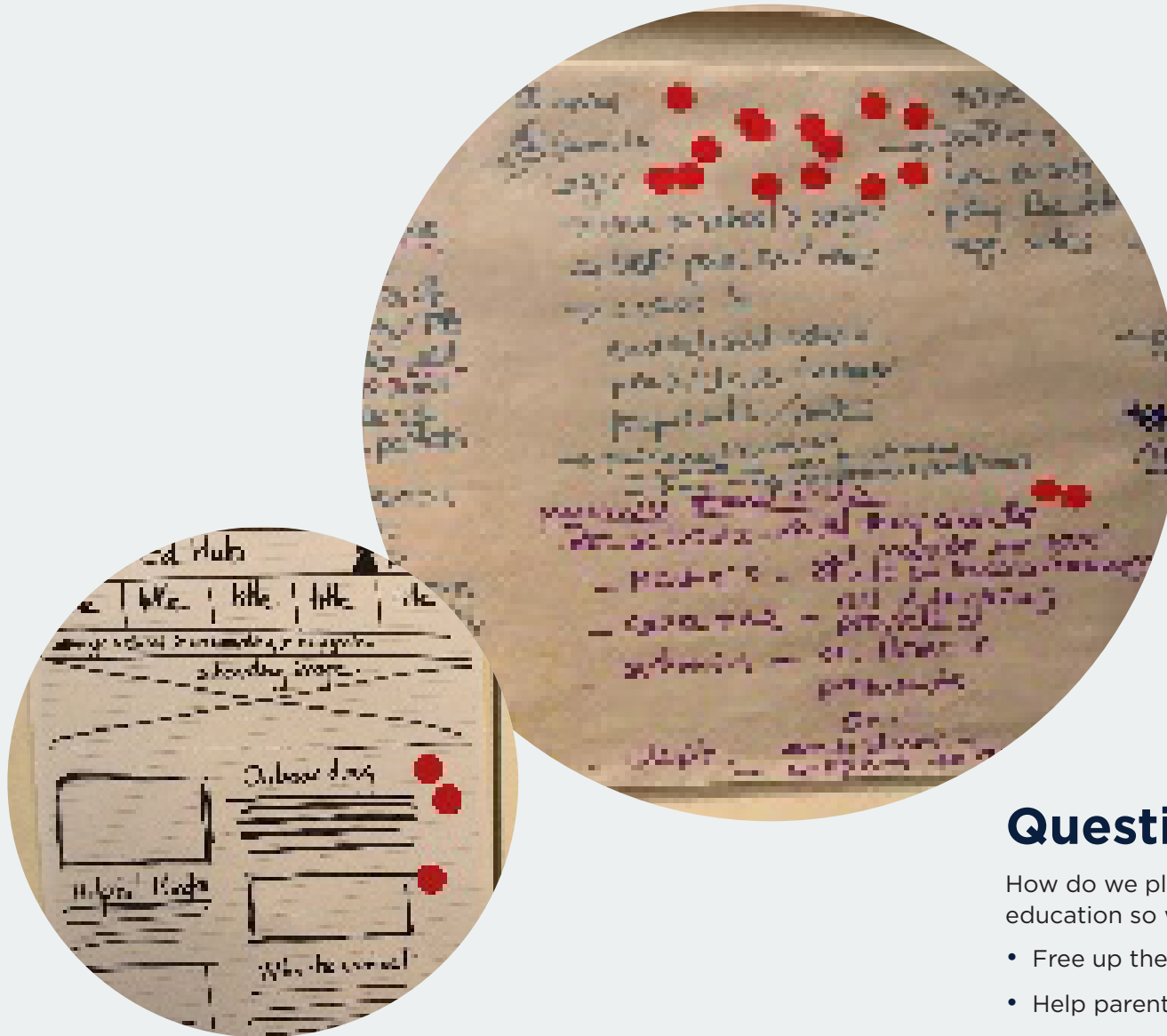
Tools:

- How Might We
- Crazy 8
- Solution sketching
- Like learnt lacked



Key theme:

“To define a student centred hub that allows parents and carers, teachers and staff to connect, collaborate, engage and communicate about the students entire education journey.”



Questions and issues:

How do we place students at the centre of education so we:

- Free up the teacher to teach?
- Help parents/carers to support their child?

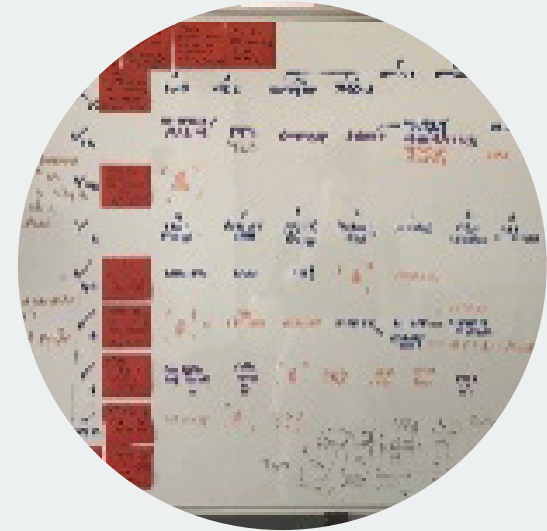
Playback Session 1

Date: March 27

Participants: Parents and students

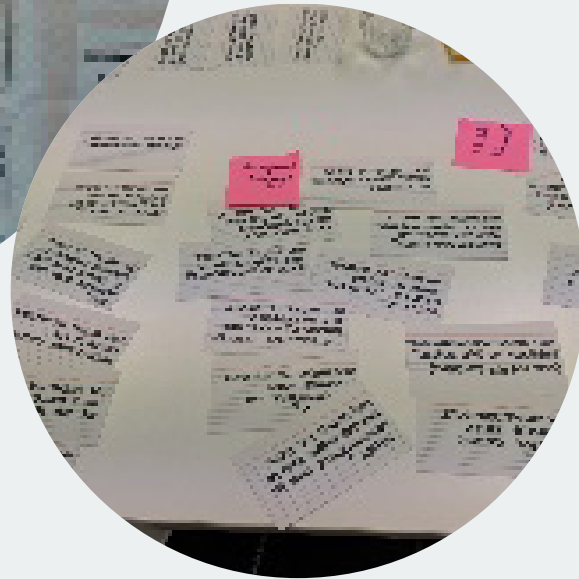
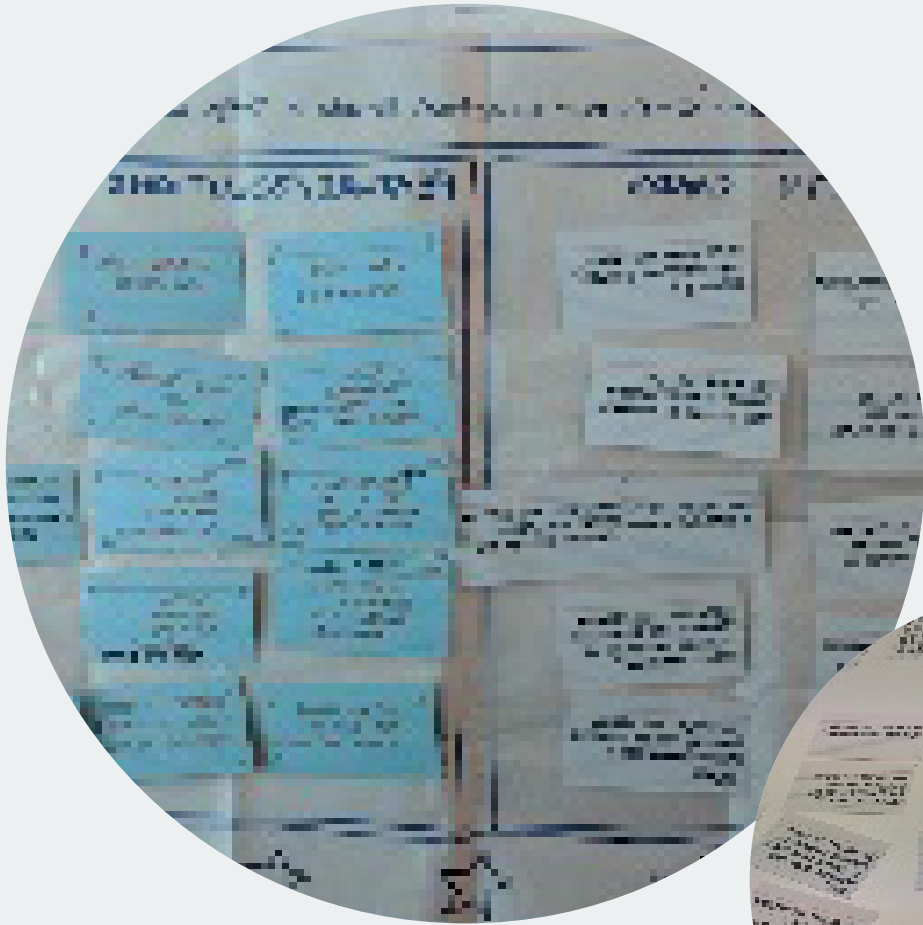
Tools:

- How might we
- Opportunity cards matched with Solution cards
- Service scenarios



Key theme:

“Enable human-to-human connection around a single view of each student”



Scenario Testing

Date: April 11

Participants: Parents

Tools:

- Service scenario illustrations

Questions and issues:

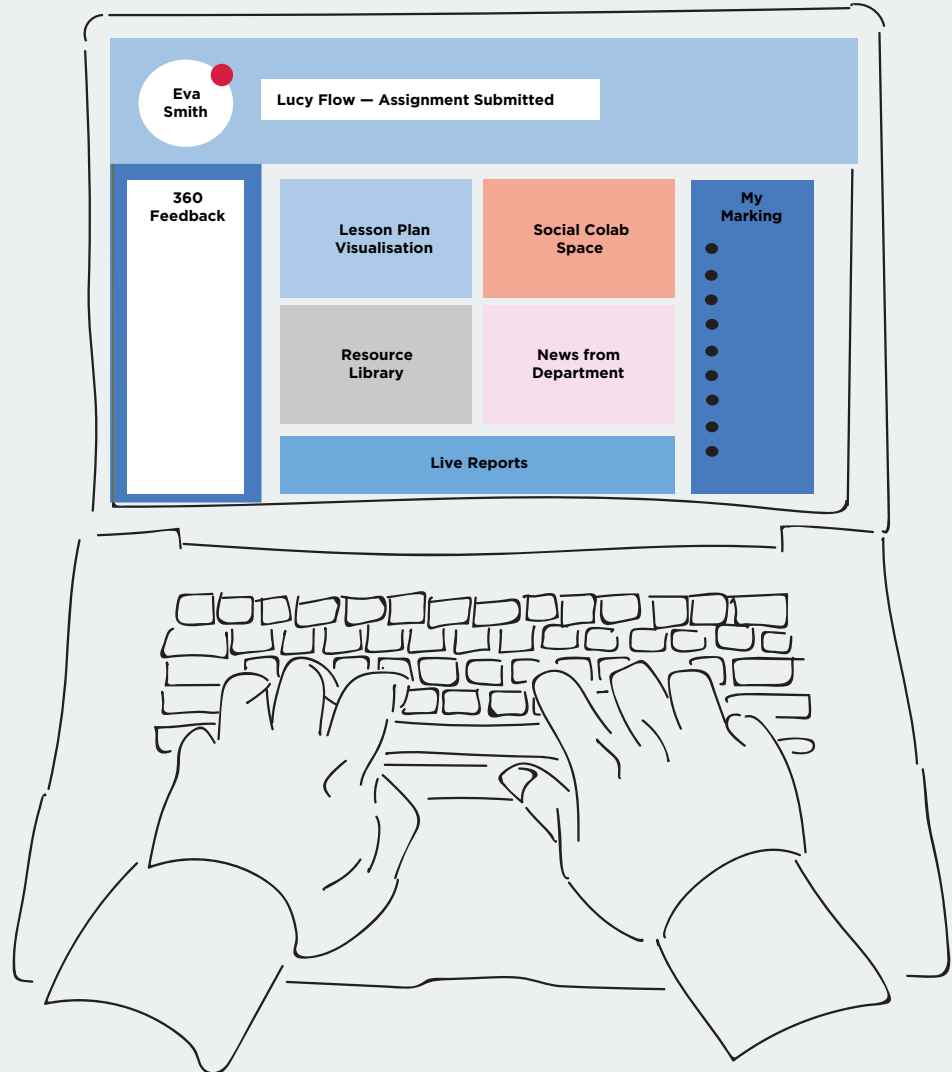
See appendix 4 for output

How might we explore a student 'check in' and 360 feedback between students, parents and teachers?

Eva Smith teaches year 9 English.

Eva logs on to the EduHub Teacher dashboard and sees that Lucy Flow has uploaded her assignment past the due date.

Submitting late has become a regular occurrence for Lucy, and Miss. Smith is a little concerned.

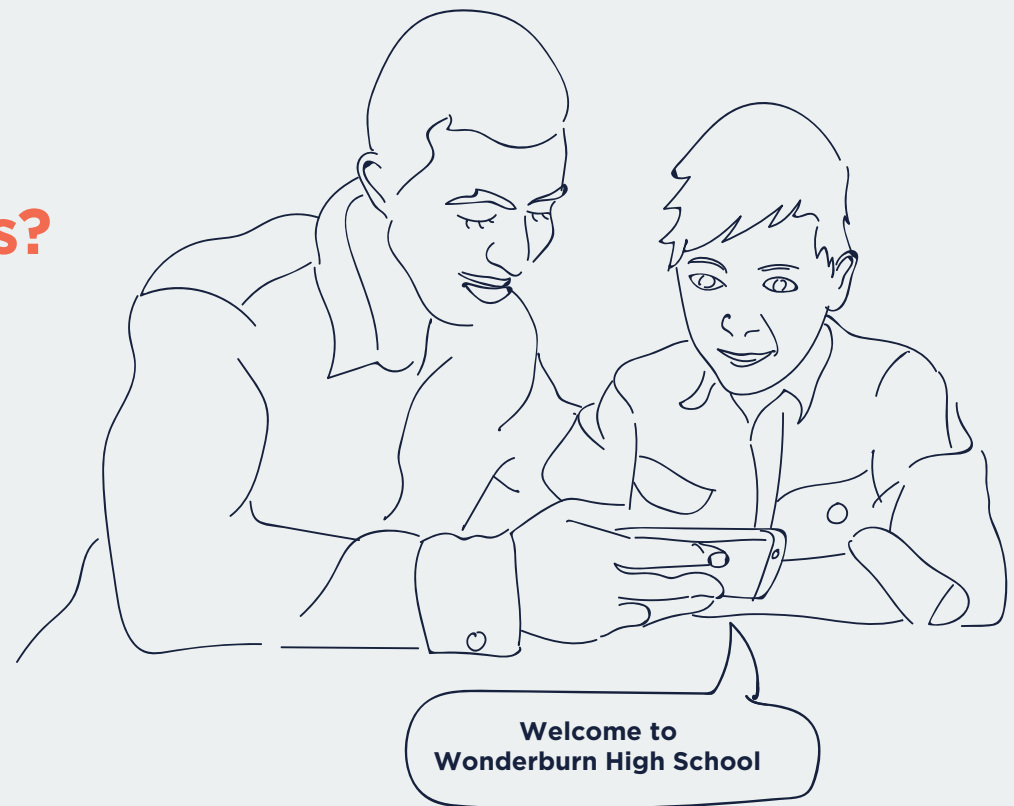


How might we foster community for new parents?

Jamie has just completed primary school and is about to start high school.

Jamie's father Andy, has just received notification via the EduHub stating that he has been accepted into the local high school.

This is a huge step for both Jamie and Andy. Together, they click on the link on the phone.



Scenario Testing

Date: April 17

Participants: Students

Tools: Service scenario illustrations

Questions and issues:

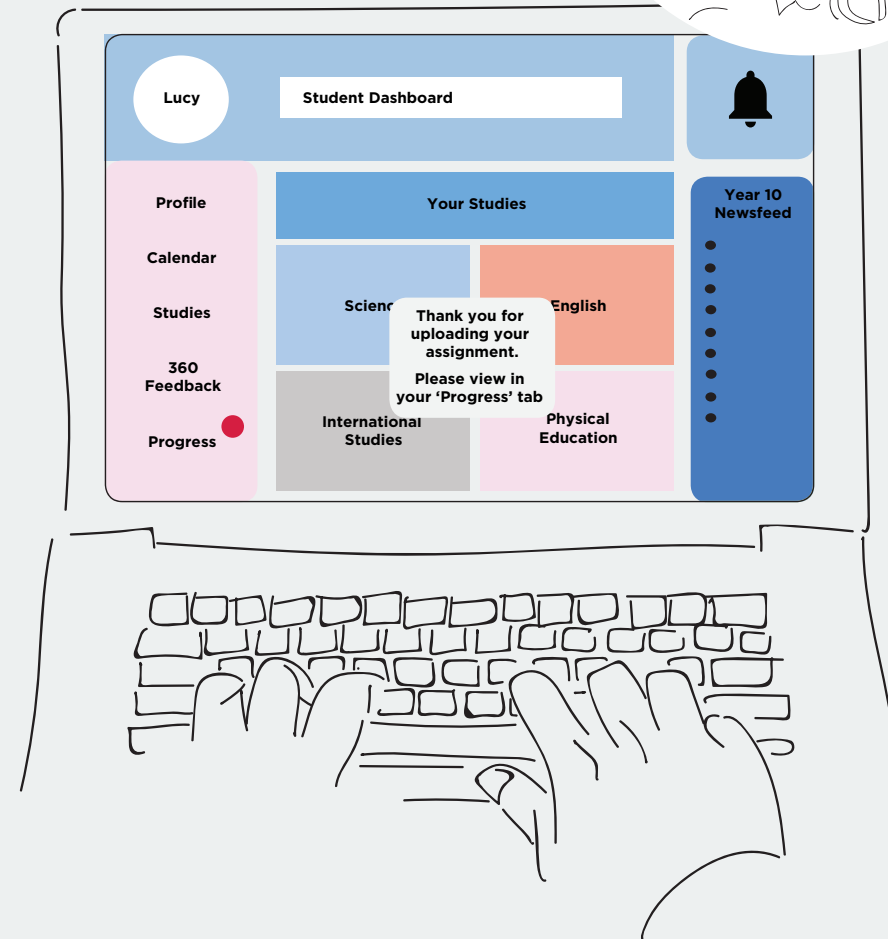
See appendix 4 for output

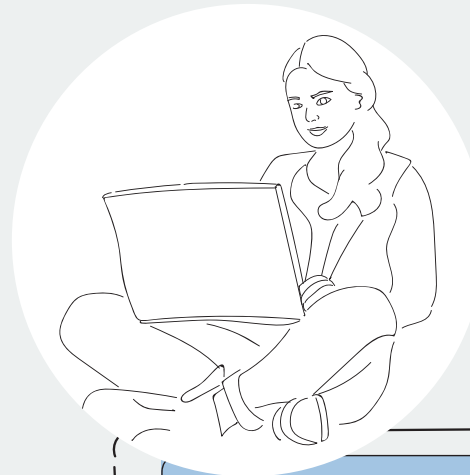


How might we explore a student 'check in' and 360 feedback between students, parents and teachers?

Over the last month, Lucy has been feeling distracted about school and doesn't feel very good about the last two assignments she has submitted.

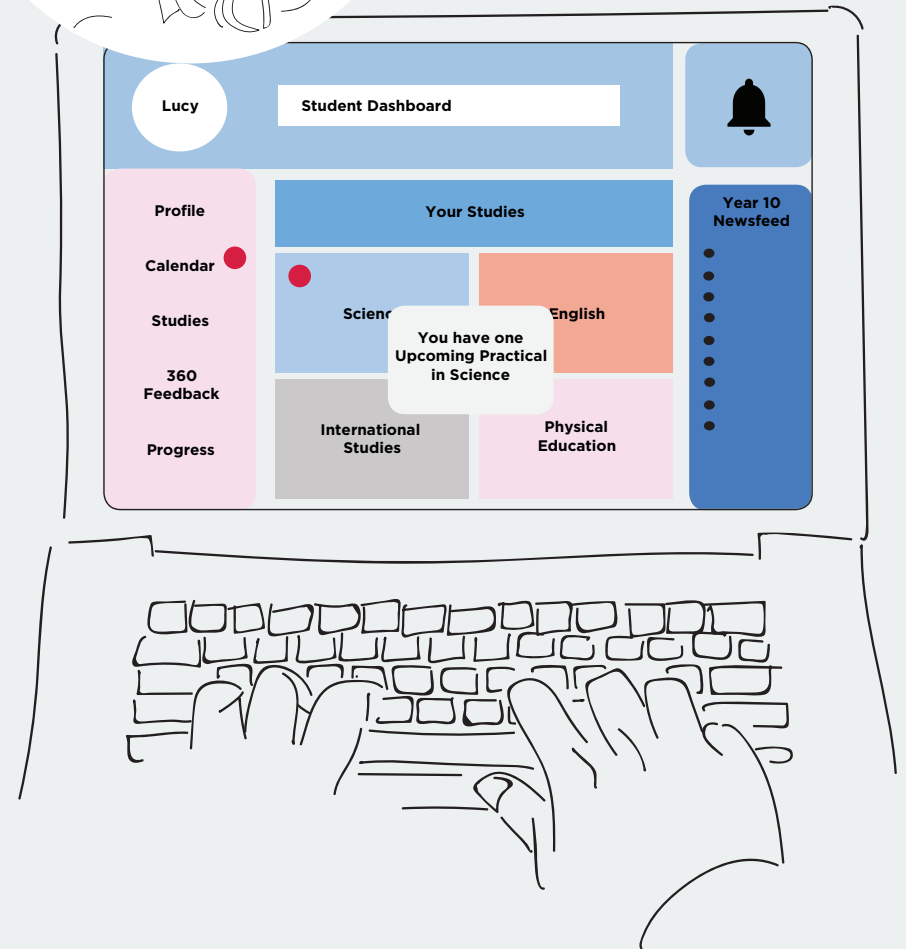
As Lucy submits her assignments, she is able to view her progress for each of her subjects.





How might we gather real time data on student's learning activities, behaviour and assessments?

Lucy logs on to her student view of the EduHub and sees there is a science practical next week.



Playback Session 2

Date: May 9

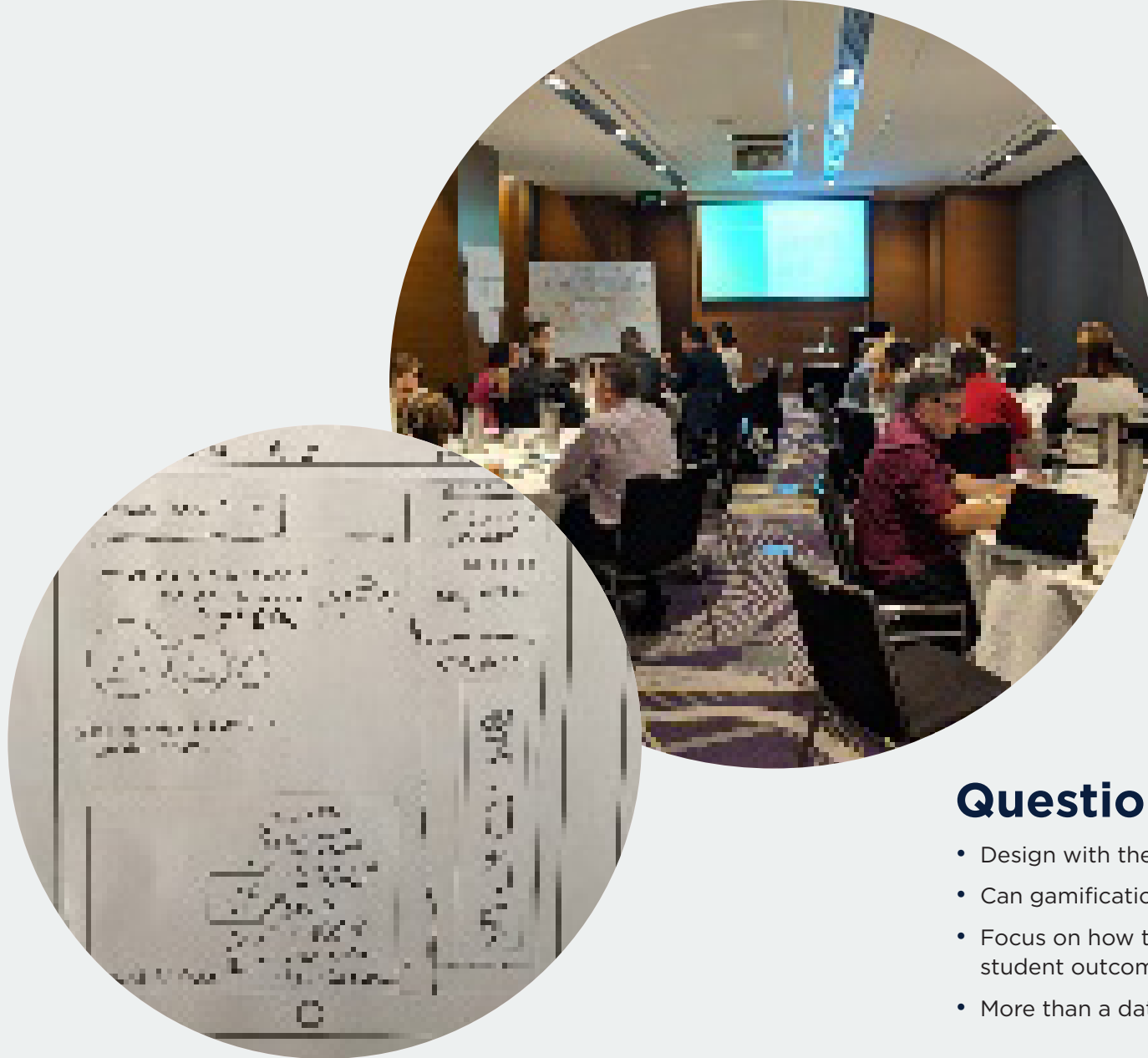
Participants: Teachers, Principals and DoE staff

Tools:

- Share output of all workshops
- Define the problem statement

Key themes:

- **Create a user centred vision**
- **Overview CX Strategy**
— not the detail
- **Share our learnings and insights from the workshops and concept scenarios**
- **Show a teacher's dashboard concept**
- **Show initial designs.**



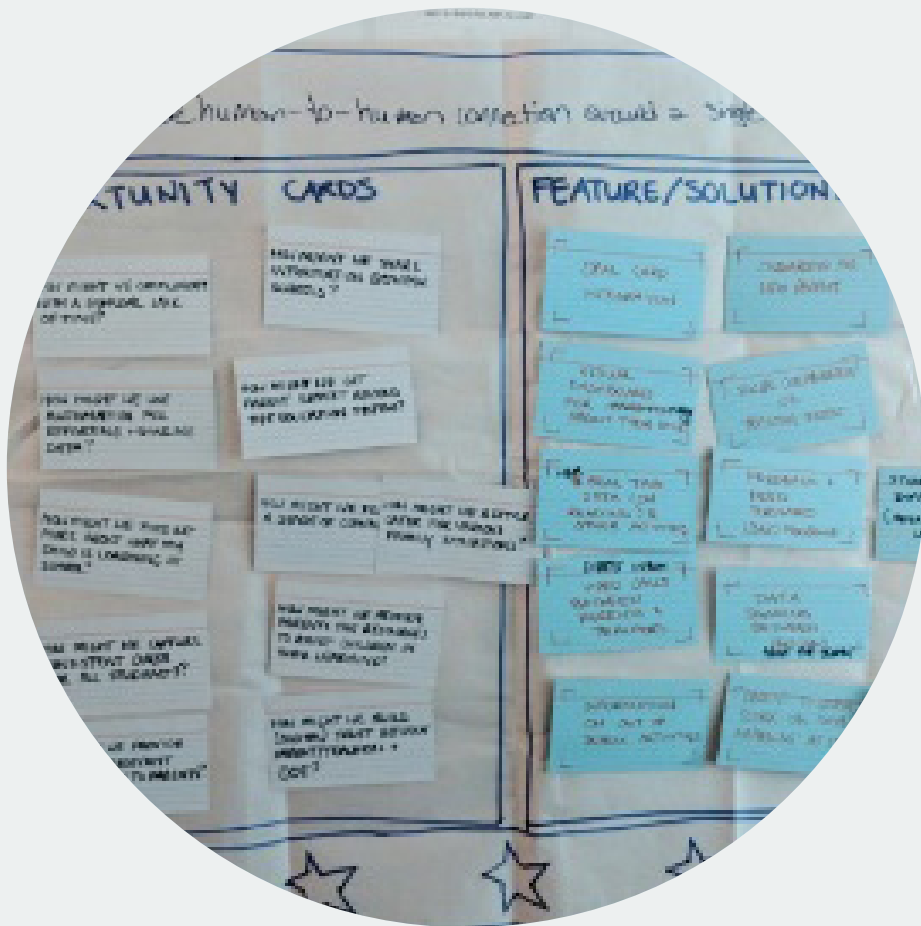
Questions and issues:

- Design with the schools, not for them
- Can gamification be incorporated?
- Focus on how this is improving schools and student outcomes
- More than a data hub, a community!

Output of Testing

Key insights:

“Enable human-to-human connection around a single view of each student”



Key “How Might We...” questions were collated under this theme. Key features from the solution sketching exercise were also mapped against the opportunities cards.

Concept direction followed from the insights:

We took the main “How Might We” cards from the Playback session and identified the top concepts:

- Data sharing about a student between schools
- Student related information
- Near real time data on activities
- Visual Dashboard about student

Portable developed Service scenarios from these top vision themes.

The Service Scenarios

Theme: Enable human to human connection around a single view of each student.

Scenario 1: How might we foster community between new parents?

Setting: A student is transitioning from primary school to high school.

1

Parent and child at home in the kitchen.

Parents receives acceptance email, that their child has received a spot at the local public high school.

Parent and child open acceptance email.

2

Zoom to screen:

In the email there is a link to the Education Hub.

There is a snapshot of the student, now as a high school student.

What data would be moved across, what data would you like to see?

7

Zoom to screen:

Parent logs onto parent dashboard in the hub.

Enters parent forum for second hand book for sharing.

Parents have the option to pay online in the system, or join the offline parent meet up for to share books.

What sort of payment system is preferred?

8

Parents joins the meet up and meets a number of parents in the area.

Parent feeling relieved that other parents in the area are also transitioning to a high school culture.

3

Both parent and child feel excited and nervous about the transition to high school.

Parent wonders if there is support for new parents to high school in their local area.

What sort of information would you like to see upfront about the school community?

9

The parent returns to the hub to find out more about other forums such as:

- At home resources
- Parents in their area to share the school run with
- Information about local sports teams in the community.

Is there an appetite for this kind of information?

4

Setting: Skip to Student orientation day.

Student meets new friends and picks subjects.

Prompting question about single view here?

10

Zoom to screen:

Open 'Extra resources'

For parents:

For students:

Screen to show options for each.

5

Zoom to screen.

Student picks subjects online via the Education Hub dashboard for year 7s.

The hub populates required books for the subjects selected.

11

Student and parent open up extra resources read about past experiences of the English year 7 subject.

6

Setting: Skip to parent at work.

Parent receives notification email from the hub outlining the books needed for their child.

Feeling overwhelmed at the price for new books, parent seeks to find second hand book forum.

What other school scenarios would a forum/sharing platform assist with?

12

Meanwhile, the student has joined the local cricket team.

Parents in the team have organised lifts home from school and training via the hub.

Scenario 2: How might we explore a student Check-in, and 360 feedback between parents, teachers and students?

Setting: A teacher notices a student's mark is much lower than usual — feels concerned about what's going on.

1

Parent and child at home in the kitchen.

Receives email — child has been accepted into the local high school.

In the email there is a link to the Education Hub.



2

Zoom to dashboard — Parent view.

There is a single snapshot of the student.

Parent can now view child as year 7 in the system with relevant information.

Would you like to know things about things about the school, teaching style, high school culture?

7

Parent finds some extra resources for the English 1 reading.

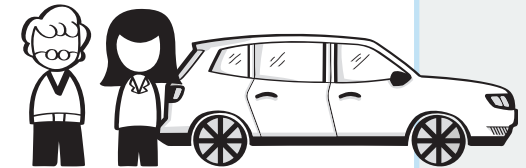
Parent and child head to a gallery after school.



8

Meanwhile, the student has joined the local cricket team.

Parents in the team have organised lifts home from school and training via the hub.



3

Click into the dashboard.
The types of information displayed.

Welcome to 7A:

- School Community
- Academic History
- Medical History
- Payments.



4

Both parent and child feel excited and nervous about the transition to high school.

Parent wonders if there is support for new parents in the area.

Parent needs to ask about second hand books posts a question attached to "Books" in the 7A group.



5

Parent has an option to pay online in the system, or join the offline at the parent meet up.



6

Feeling more comfortable, the parent returns 7A dashboard to seek info about:

- At home resources
- Parents in their area to share the school run with
- Information about local sports teams in the community.



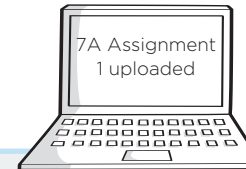
Scenario 2 continued: How might we explore a student Check-in, and 360 feedback between parents, teachers and students?

Setting: A teacher notices a student's mark is much lower than usual — feels concerned about what's going on.

1

Teacher in the classroom.
Student assignments are automatically uploaded to 7A Assignment 1.
Teacher clicks on Assignment tab on the Hub.

What does this functionality look like in the hub?



2

Teacher feels concerned about a student who usually performs well.
Student feeling overwhelmed by the assignment she just submitted.



6

Teacher contacts parents who are not aware of students academic performance.

Parents provide feedback on the recent assignment to the teacher.

Parent also outline some difficulties at home.

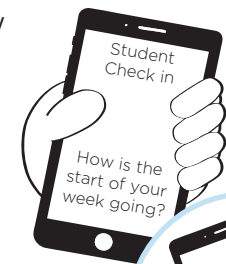
I think we need to test how a student might feel about sharing information.



7

Student now checks in regularly with her teacher.
Wellness prompts at pushed through the Hub.

Parent now checks in with the teacher about classes and what's going

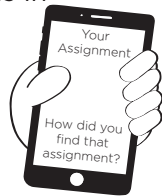


3

Student sees that her teacher has marked her assignment.

She receives a comment saying that her marks are lower than average.

Student responds in the hub.



4

Student provides feedback on assignment.

Teacher prompts student with a general "Check in".



5

Student responds to check in, stating a few things at home pretty hard at the moment.

Due to the students complex family situation less time is being spent on homework.

Teacher is now notified.

What is the parent experience like if you are separated?

Scenario 2 continued: How might we explore a student Check-in, and 360 feedback between parents, teachers and students?

Setting: A teacher notices a student's mark is much lower than usual — feels concerned about what's going on.



1

Student submits assignment late. Lately all this student's work has been submitted late/incomplete.

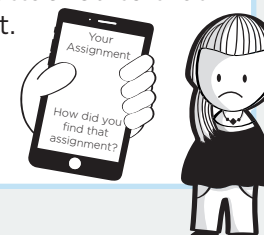
Teacher feels concerned about the student's well-being.

Teacher notifies the parent about performance, by leaving a comment in the system.

2

Student feels overwhelmed about the assignment she has just submitted.

Teacher publishes the mark in the hub, and leaves a Check-in, and general feedback comment attached to that assignment.

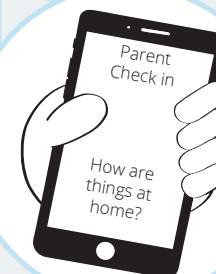
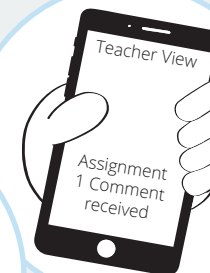
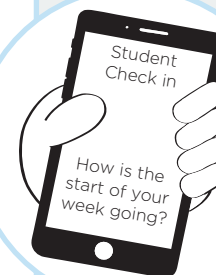


7

Student now checks in regularly with teacher.

Wellness prompts and notifications are pushed through the Hub.

Parent now checks in with the teacher about classes and what's going on at home.



3

She receives a comment saying that her marks are lower than average.

Student responds.

Would a student respond?



8

Parent can also provide feedback on the recent assignment to the teacher.

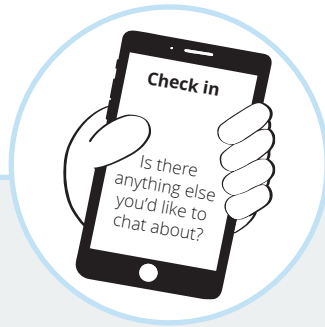
This could outline what was hard in the previous assignment.

How comfortable would you feel being prompted by the teacher about home?

4

Teacher prompts student with a general "Check in".

As a parent, how would you feel if a teacher was checking in about your child's at home/personal situation via a website?



5

Student responds to check in, noting that a few things are home are hard at the moment.

Due to the student's complex family situation, there is less time is being spent on homework.

Teacher is now aware of family situation.

Would you, as a parent feel comfortable notifying your school about your family scenario / situation (if you were separated, or have multiple guardians?)

6

Parent now aware of marks, Teacher, now aware of home situation, Student now knows everyone is in the loop.

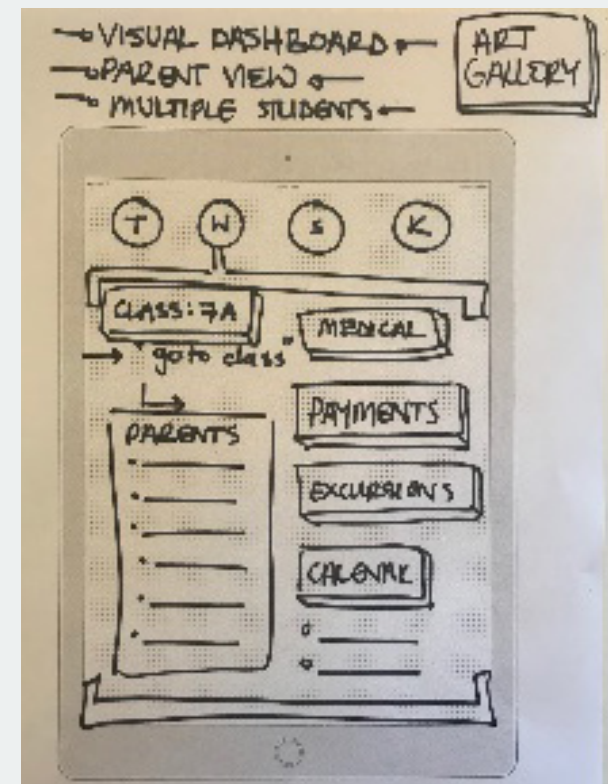
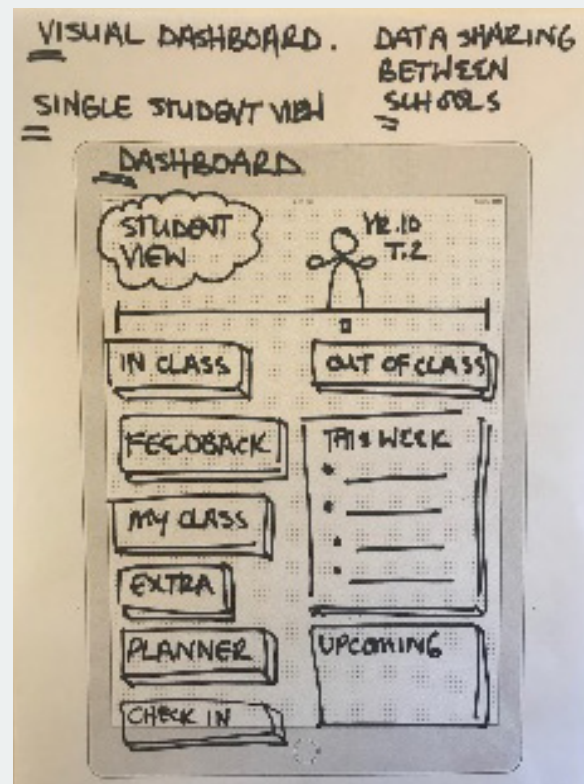
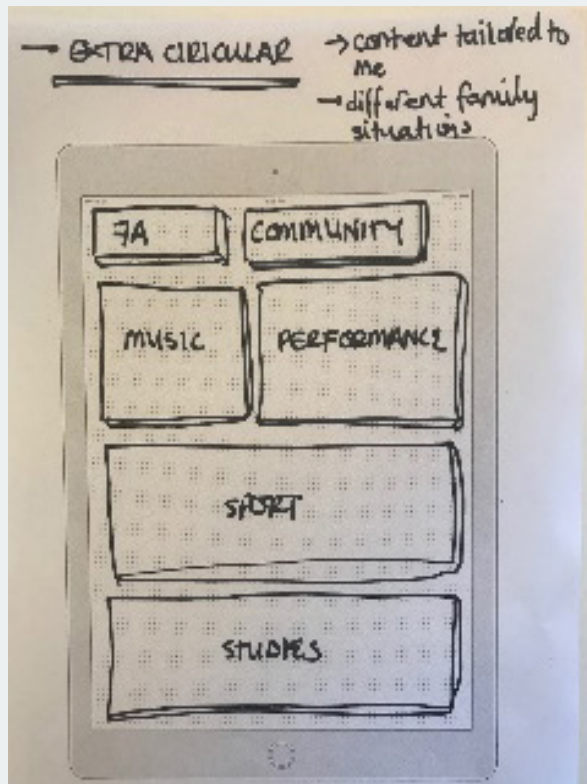
This is all communicated and share within the hub.

How would a student feel about having their personal information shared online?

What if students did not want their marks to be shared to their parents?

Service scenarios into solution sketching and wireframes

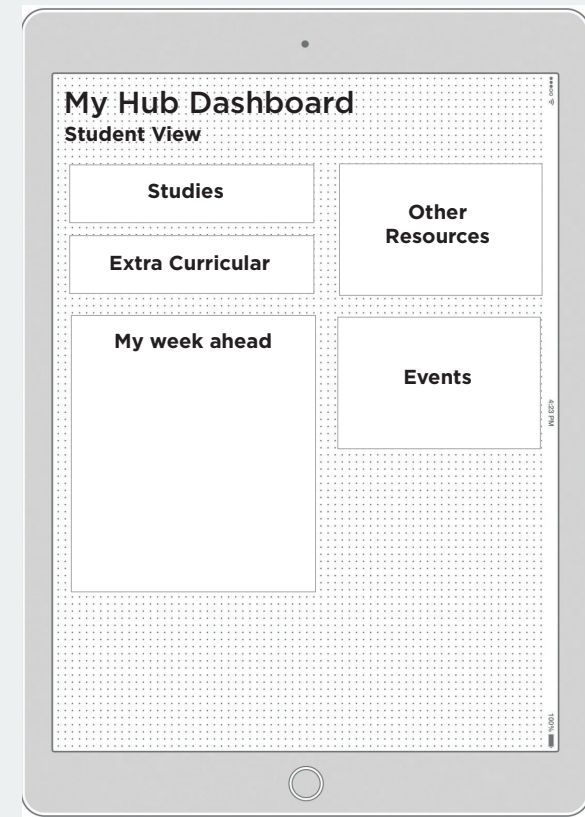
The workshop sessions created service scenarios that were sketched into concepts via “the crazy 8” or wireframes.

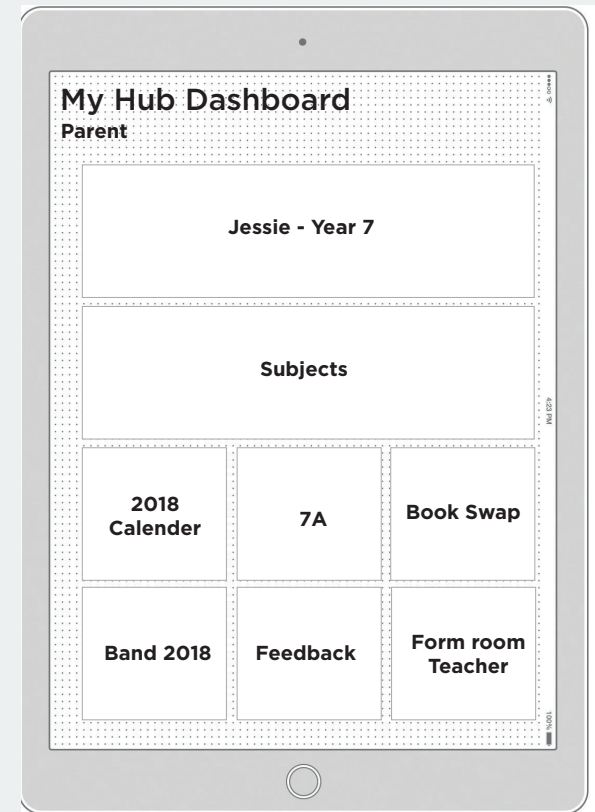
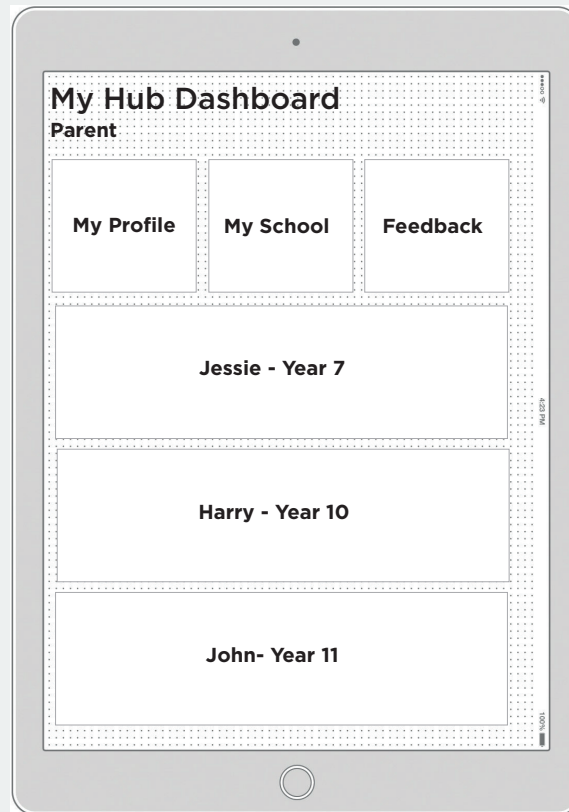




Concept testing with parents and students

The concept designs were tested via feedback sessions with parents and students.





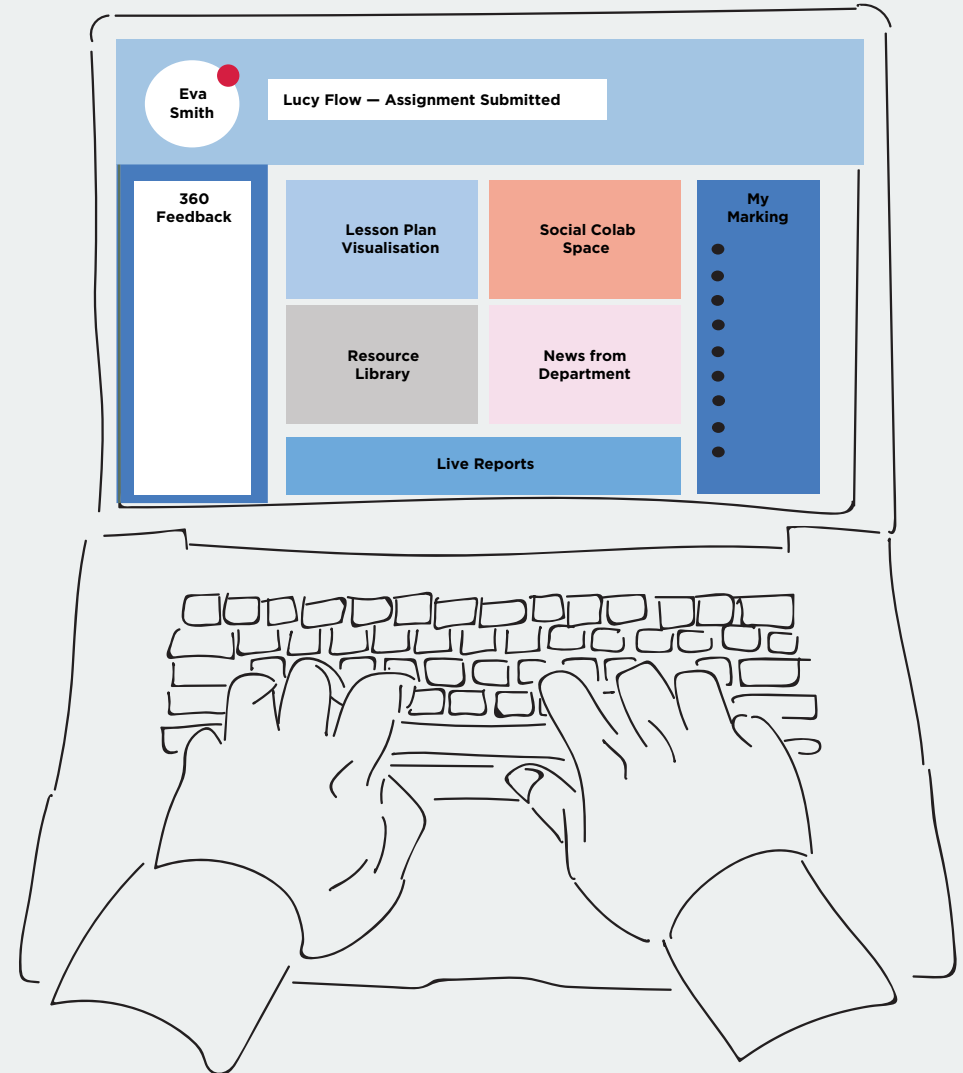
Parents

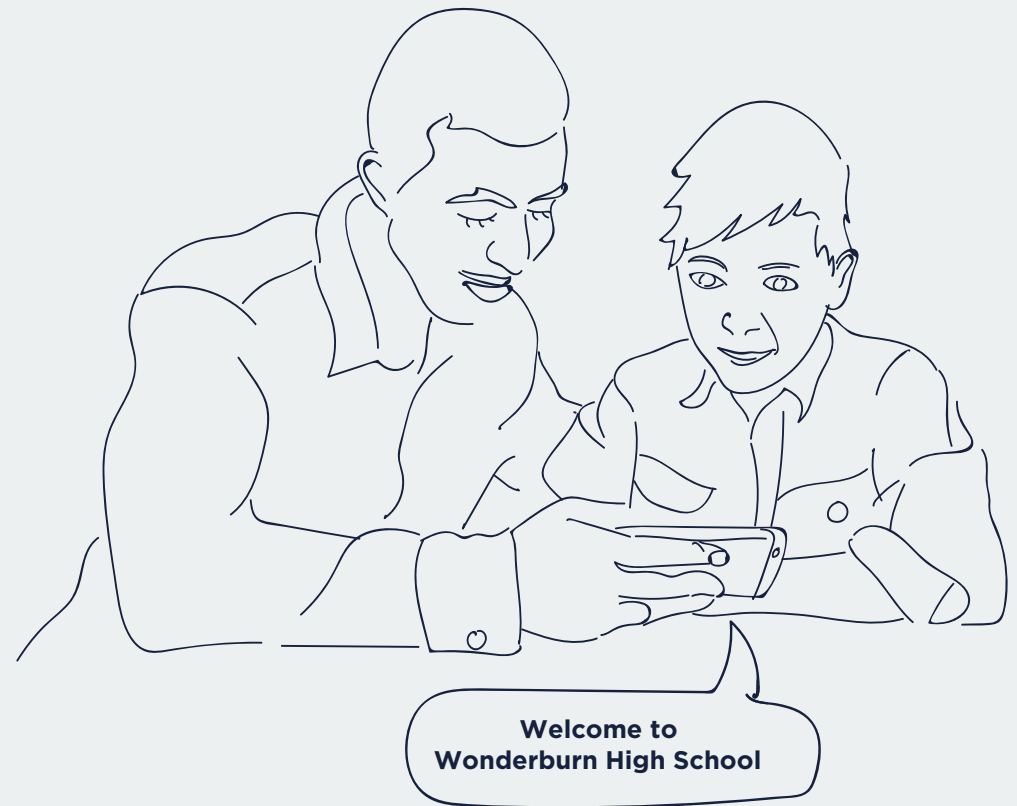
How might we explore a student 'check in' and 360 feedback between students, parents and teachers?

Eva Smith teaches year 9 English.

Eva logs on to the EduHub Teacher dashboard and sees that Lucy Flow has uploaded her assignment past the due date.

Submitting late has become a regular occurrence for Lucy, and Miss. Smith is a little concerned.





**Welcome to
Wonderburn High School**

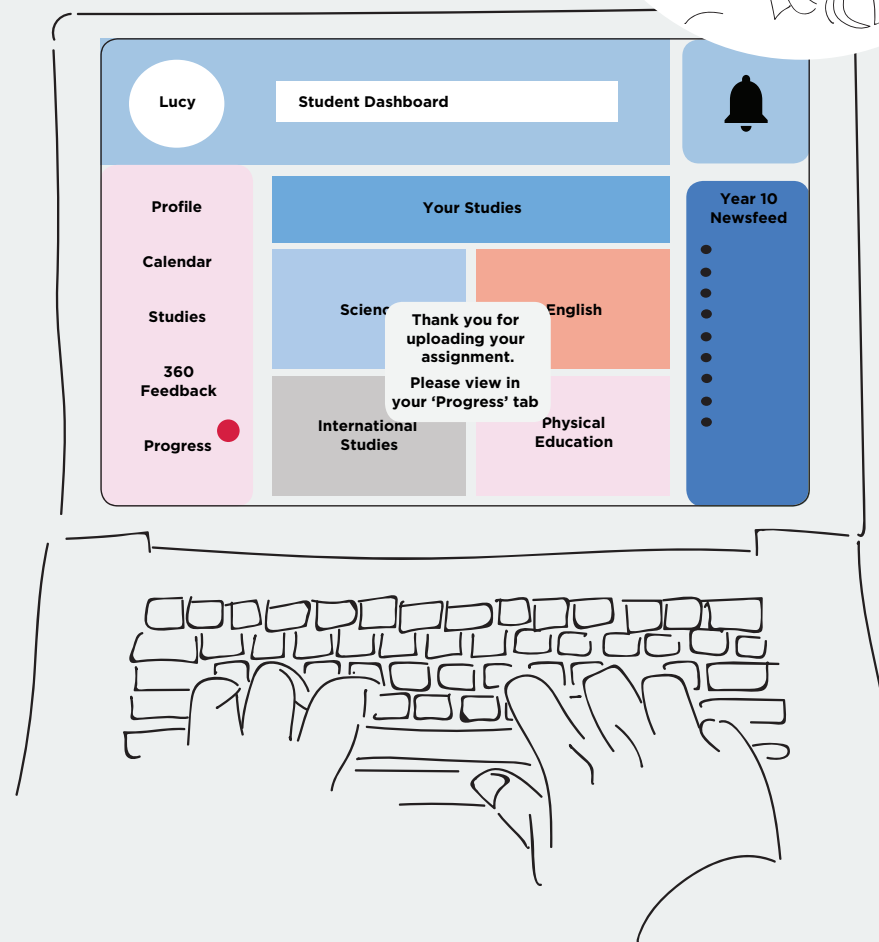
Students



How might we explore a student 'check in' and 360 feedback between students, parents and teachers?

Over the last month, Lucy has been feeling distracted about school and doesn't feel very good about the last two assignments she has submitted.

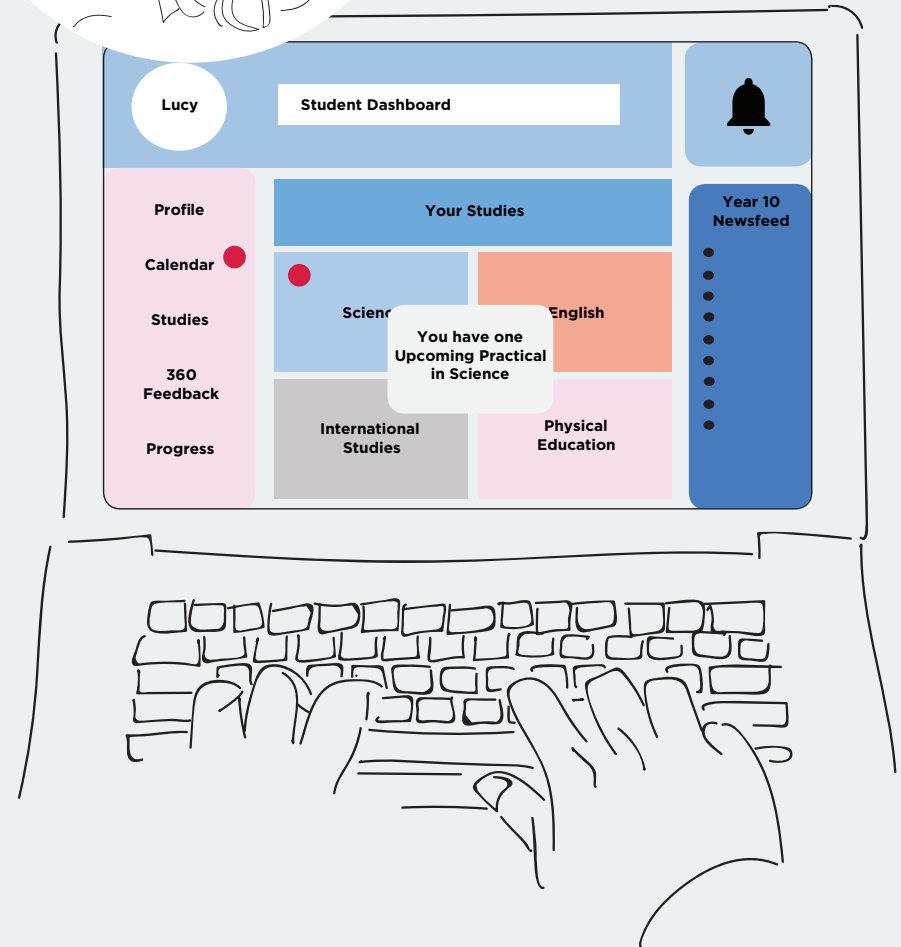
As Lucy submits her assignments, she is able to view her progress for each of her subjects.





How might we gather real time data on student's learning activities, behaviour and assessments?

Lucy logs on to her student view of the EduHub and sees there is a science practical next week.



Appendix





Appendix

Appendix 1: DoE Strategic Plan

Dept. of Education Strategic Plan 2018–22 sets out clear goals for the Department in respect to outcomes for students and engagement of parents in their child's education journey.

How does the vision and strategy for the customer experience align with these goals? The highlighted points are directly or indirectly supported by this customer experience vision.

- Every student, every teacher, every leader and every school improves every year
- Every student is known, valued and cared for in our schools
- All children make a strong start in life and learning and make a successful transition to school
- Every student is engaged and challenged to continue to learn
- 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
- All young people finish school well prepared for higher education, training and work
- Education is a great place to work and our workforce is of the highest calibre
- Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching
- Community confidence in public education is high
- Our education system reduces the impact of disadvantage.



Appendix 2: Gibson quotes

The future is already here — it's just not evenly distributed.

— William Gibson, quoted in *The Economist*,
December 4, 2003

Technocracy

One of the things I have taken for granted, in terms of how technology works in the world, is the people that develop it and get it out there don't really know what we are going to do with until we have really gotten a hold of it and it has become ubiquitous. And then we wind up doing things that its inventors never dreamed of and those things become the real change drivers. That is actually where the whole technocracy thing falls apart for me, because the people who invented it can't predict what we're going to do with it.

— William Gibson



Appendix 3

Research: Key findings about parents

- Parents are busy people who want to support their children as much as possible.
- The majority of participants worked either full time or part time in addition to raising their children. Most participants indicated they did not communicate with schools enough and planning was key to supporting their children through their education
- There are two main audience groups for parents:
 - Parents of prospective students
 - Parents of existing students
- Being up-to-date with the school will allow parents to help facilitate their children's learning process and knowing how they can help and support their children through their education

- Parents expect to find information about the school for comparison as well as independent view about the educational system. They want to understand the school facilities, equipment, infrastructure and technology prior to their child starting a new school. Some would also like to visit or inspect the school prior to starting
- Some parents indicated their children's school websites are not regularly maintained and outdated so they do not refer to school websites on a regular basis as it lacked relevant information
- Parents would like to be able to complete key tasks on school websites e.g. enrolment, registration, payments, sign and return forms
- Accessing on mobile devices - some parents avoid accessing the school website on mobile devices as it is difficult to read and not mobile optimised

- In the Parent and Child Research – 0-18 (Tricky Jigsaw: 2017), a key insight impacting the user experience was identified, that “Parents are bringing their own set of expectations to the education experience, which has a huge impact of their child's education. The schools they went to; the results they achieved; the anxieties they experienced: All these things impact the decisions they make and the expectations they have of their children, the school, even their role as a parent.

Research: Key findings about teachers

We know that teachers are time poor:

- Teachers spend a huge amount of time outside of hours completing admin tasks
- Teachers would like more time to focus on teaching
- Teachers feel like they are sharing the same information repeatedly
- Experience competing demands, juggling compliance and complaints from parents.

Appendix 4

Service scenarios: Parent's output

Scenario: 360 Feedback — What did parents tell us?

As a parent, I am

- Seeking
- Communicating
- Planning
- Learning
- Sharing

Information about

- Student wellbeing
- School timetable
- Student progress
- Student milestones
- Student resources

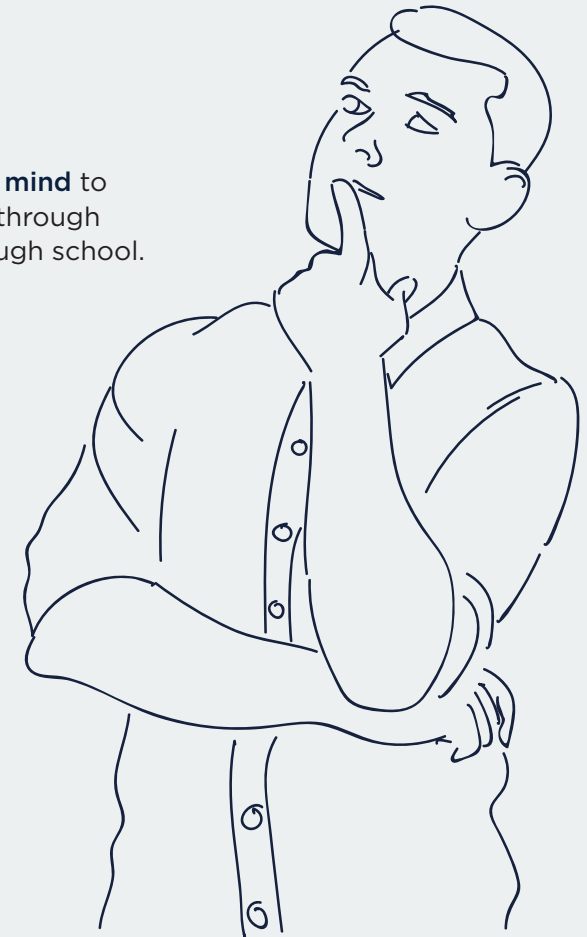
What is relevant to my child

Give me peace of mind to support my child through their journey through school.

“Depending on what information it's in. Permission notes, what's coming up, school calender, sick notes would also be handy”.

“I don't check their homework. It would be good to know when assignments are due”.

“Emily, chats, via the website. Without having to go in face to face would be preferred”



As a student, I am actively involved in my learning if I **have visibility over...**

- Knowing what's coming up
- Knowing what I'm supposed to do
- Understanding feedback
- Communicating with teachers
- Collaborating with my peers

Gives me peace of mind. Then I feel...

- Motivated
- Inspired
- Connected
- Informed
- Prepared

To achieve my best as a student

“Set outlines as to what the work is. Visibility of what's coming up”.

“Sharing Google classroom – other students can see, so it will help learning from each other's work”.



Key theme:

“Information about my child’s daily schedule – this is important for my child to orientate themselves”.

“Past marks, to improve on for the next task What’s ahead of you – I think it would be good to see when and what you have to do”.

“You can’t be everything in the classroom, why aren’t we sharing resources?”.



Parent
Be informed

Student
Be prepared



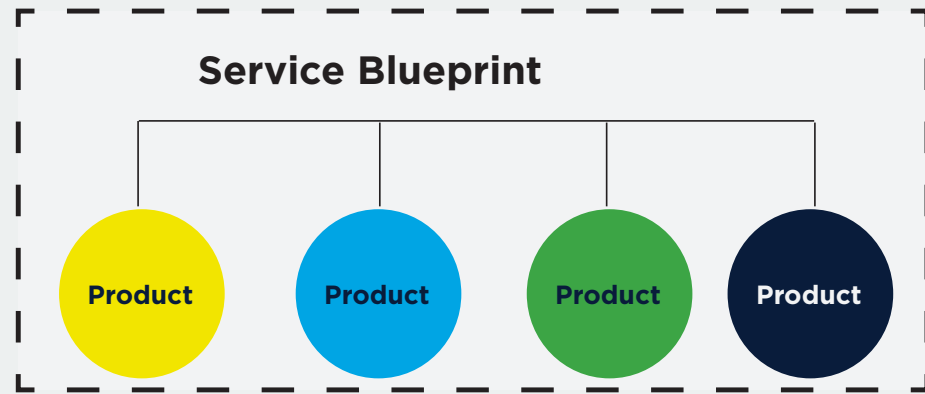
Teacher
Be free to teach

Appendix 5 Service design delivery module

Governance



Roadmap

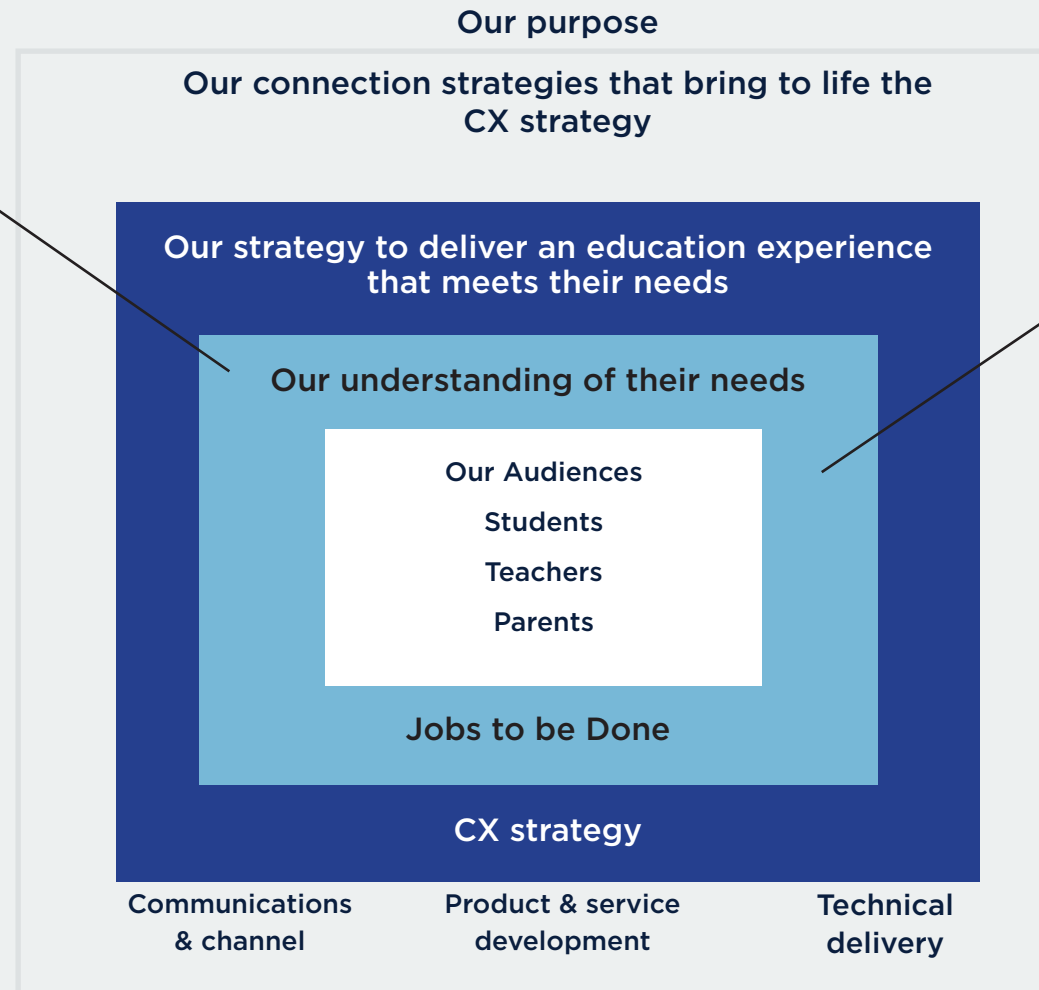


Strategic Plan, Our Goals

1. All children make a strong start in life and learning and make a successful transition to school.
2. Every student is known, valued and cared for in our schools.
3. Every student, every teacher, every leader and every school improves every year.
4. Every student is engaged and challenged to continue to learn.
5. 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.
6. All young people finish school well prepared for higher education, training and work.
7. Education is a great place to work and our workforce is of the highest calibre.
8. Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching.
9. Community confidence in public education is high.
10. Our education system reduces the impact of disadvantage.

The role of the CX strategy

CX strategy sets the foundation framework for how the NSW Department of Education should deliver educational experiences across all touch points that will truly meet key audience needs



Jobs to be done is a philosophy that reframes the business problem into customer needs to identify new opportunities

It cuts through the noise of research to get to the true problem

To prepare young people for rewarding lives as engaged citizens in a complex and dynamic society

