

Public Schools NSW Strategic Directions – Creating Futures Together 2015 - 2017

Principals in NSW public schools operate in the context of a strong public education system. *Creating Futures Together 2015 – 2017* articulates three strategic directions and key reforms that are being implemented to support every learner in all NSW public schools. It links with the State Plan and the DEC five year strategic plan.



	Raising expectations and enhancing the quality of student learning	Fostering quality teaching and leadership	New and better ways of delivering public education
PURPOSE	Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.	Build workforce capacity through focused professional learning and development that creates a culture for schools where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.	All staff demonstrate systems leadership and innovation within a culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.
PEOPLE How do we build mindsets and capabilities for all our people?	Develop a highly skilled workforce that connects with parents and the broader school community to make student learning engaging, authentic and valued.	Engage all staff in professional development that is, relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.	Enable the school community to develop and engage in a shared vision to plan and build pride in public education. Staff participate in learning partnerships and collaborations to build sustainable leadership across our system.
PROCESSES How do we put systems and strategies in place?	Build a systemic organisational culture that is creative and innovative to promote achievement and foster wellbeing for every student.	Strengthen staff performance development to maintain a culture that recognises and delivers systemic expectations for learning, teaching and leading.	Create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system.
PRODUCT What does our work achieve?	Organisational excellence in challenging and inspiring students to achieve and thrive in a rapidly changing world.	A highly skilled, responsive and diverse workforce where staff members understand and value themselves and each other and contribute to a culture of high expectations.	A high functioning, strategic organisation that values individuals and fosters a collaborative environment resulting in learning success.
PRACTICES What will people be doing as a result of our work?	Every student is actively and consistently engaged in learning that is meaningful and developmental and behaviour that is of a high standard .	Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.	Staff and leaders are collaborating to effectively communicate and deliver key reforms in partnership with communities in the context of local decision-making.

Public Schools NSW

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PURPOSE

ABORIGINAL EDUCATION

CURRICULUM

CONNECTED COMMUNITIES

Raising expectations and enhancing the quality of student learning

Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

- Personalised learning pathways are collaboratively developed and regularly monitored to ensure the achievement of Aboriginal students match or better the outcomes of all students
- Aboriginal students are supported through key transition points
- Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving
- Aboriginal student achievement is recognised and communicated to Aboriginal parents, their extended families and the wider community
- All students learn about Aboriginal culture, histories and experiences

- Engaged and authentic learning experiences are enhanced through student feedback and self-regulation
- Learning is future focussed and flexible
- Assessment for learning principles guide teaching
- Literacy and numeracy underpins learning
- Appropriate curriculum ensures learning for students where English is an additional language or dialect
- New syllabus is being effectively implemented

- Learning pathways are personalised for all students and focus from early years through to further learning and employment
- There is a focus on early intervention and prevention
- Aboriginal Languages and cultural studies are evident
- Community input and direction are established
- Language nests are in place

Fostering quality teaching and leadership

Build workforce capacity through focused professional learning and development that creates a culture for schools where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

- All staff participate in Aboriginal cultural education in partnership with their local Aboriginal community
- Staff undertake professional learning to increase their knowledge of Aboriginal students and how they learn
- All staff plan for and implement effective teaching, learning and assessment for Aboriginal students
- School leaders actively monitor the implementation of the *Aboriginal Education and Training Policy* and national and state priorities for Aboriginal education
- Principals lead planning, people and processes to achieve collaborative decision making between schools and Aboriginal parents, extended family and local AECGs

- Teaching practices are shared and promoted through quality professional learning
- Explicit and clear school wide targets are communicated to parents, families, teachers and students
- Teacher learning is differentiated and focussed on the needs of students

- Cultural Immersion for all staff (Connecting to Country and Cultural Studies framework)
- Culturally responsive and rigorous curriculum is engaging and relevant
- Bold and innovative leadership is evident

New and better ways of delivering public education

All staff demonstrate systems leadership and innovation within a culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

- Aboriginal language and culture nests provide a continuous pathway of learning from preschool to tertiary studies for Aboriginal people
- Key partners such as local AECGs, local Aboriginal organisations, local businesses and industries develop and support post school pathways for Aboriginal students
- Work with the AECG to facilitate open and transparent communication about school planning, funding and Aboriginal student outcomes

- School measurement, assessment and reporting tools are shared through school planning and decision making
- Learning programs and curriculum delivery is developed in consultation with parents and the community
- A strong school improvement agenda is grounded in research and shared best practice
- Curriculum planning, programming, assessing and reporting practices are responsive to student needs

- Co-leadership and decision making through Local School Reference Groups is evident
- AECG/DEC Partnership agreements are in place
- TAFE/University partnerships are successful
- Inter-agency collaboration and delivery are established
- Schools are a hub for facilitation of a broad range of service delivery

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EARLY ACTION FOR SUCCESS

EVERY STUDENT, EVERY SCHOOL

GREAT TEACHING, INSPIRED LEARNING

Raising expectations and enhancing the quality of student learning

- Early intervention is in place for students at risk
- Expectations and targets for student learning are clearly communicated
- Individual student progress is monitored and assessed against literacy and numeracy continuums

- All students have access to a rigorous dignified and meaningful curriculum
- Personalised learning and support are provided through a differentiated curriculum
- Students have access to quality learning through aspirational learning pathways
- Tiered intervention provides the delivery of tailored learning support for individual students
- High expectations for attendance and behaviour encourages active, engaged learners and strong student voice

- Quality professional practice differentiates learning to meet individual needs
- A culture of high expectations for every student is evident
- Consistent professional standards apply in all educational settings
- Communities of practices share and celebrate outstanding classroom practitioners

Fostering quality teaching and leadership

- High quality instructional leaders, literacy and numeracy are appointed in identified schools
- Quality classroom instruction addresses specific and identified needs
- Local leadership capacity and teaching expertise are strengthened
- Classroom based professional learning is targeted and focused

- Quality professional learning exists for leaders, teachers and support staff to implement Disability Standards for Education
- Deep knowledge and understanding of students with learning and support needs is evident

- Induction for early career teachers is supported by *Strong Start Great Teachers*
- Support for supervisors facilitates development of professional plans
- Full time mentors are appointed for schools with significant numbers of beginning teachers
- Strong processes ensure effective supervision and differentiated professional development within the accreditation framework
- Capacity building of workforce is aligned to standards
- Flexible strategies for teacher or school leader exchange builds shared expertise across schools and communities

New and better ways of delivering public education

- Best Start Kindergarten assessment used across the system to gather consistent, accurate and reliable data
- Instructional leaders build connections
- Transition statement from preschool to school
- Learning alliances focussed on literacy and numeracy improvement

- New models to support students with high and complex needs
- Specialist schools as centres of expertise
- Collaborative planning with parents and carers to accurately identify skills, strengths and needs for all students

- Scholarships to encourage teachers to teach in rural and isolated areas
- Cadetships, internships and rural scholarships provide for a strong workforce across all schools
- Collaborative development of frameworks ensure high quality pre-service experiences and practicums in schools
- High standards for entry to the profession and a clear pathway for higher levels of accreditation are established
- The career pathway of school leaders is redefined through principal classification
- Accreditation process is validated at the local level, with evidence aligned to the performance management and development process

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STRATEGIC FINANCIAL MANAGEMENT

LOCAL SCHOOLS, LOCAL DECISIONS + RAM

RURAL AND REMOTE

Raising expectations and enhancing the quality of student learning

- Greater access to learning and teaching resources results from optimised administration procedures
- One budget is guided by a single school plan focused on delivery of better outcomes for students

- Access to curriculum and co-curriculum is expanded through flexible staffing
- Personalised and customised support is provided through targeted student funding
- Enhanced curriculum opportunities are supported through equity loadings for low level adjustment for disability, Aboriginal background, English language proficiency and socio-economic background

- Virtual secondary school and master classes for students in remote areas are established to expand curriculum options
- Access to Early Childhood Education is increased
- Curriculum opportunities are expanded
- Access to state arts and sport programs is enhanced

Fostering quality teaching and leadership

- High quality professional learning helps to build capacity to operate in a new budgeting environment
- School leaders are supported to develop core financial literacy and strategic financial management
- Training supports school leaders to engage in new reporting framework
- Differentiated professional learning exists for school administrative staff

- Performance management and professional development for all staff are linked to school plan and professional standards
- Salary progression is based on new standards based frameworks
- Streamlined processes deal with underperformance
- Differentiated professional learning supports all employees

- Teacher incentives and Teach. Rural scholarships support provision in rural and remote schools
- Expanded access to mentoring, coaching and shadowing programs supports leadership
- Virtual faculties provide enhanced links to subject expertise
- Additional teacher mentors are established
- Simulated marking opportunities exist for NAPLAN and HSC

New and better ways of delivering public education

- Schools have their own budgets and flexibility to allocate resources according to need
- One budget, one plan are in place for schools to manage a larger share of overall public schools education budget
- Simplified integrated school planning and reporting processes are established

- Accountability is aligned with decision making authority
- Expanded opportunities connect schools, teachers and leaders through learning alliances
- Greater flexibility to respond to school needs through red tape reduction is in place
- Greater flexibility to allocate resources according to locally determined priorities is evident
- Expanded opportunities to develop evidence-based local solutions are provided
- Comprehensive school plan and annual school report connects to student learning outcomes and budget

- An expanded range of service delivery through networked specialist centres provides coordinated interagency health and wellbeing services
- TAFE/University partnerships are strengthened
- Business partnerships are strengthened
- Expanded career opportunities exist for students



WELLBEING

Raising expectations and enhancing the quality of student learning

- The wellbeing of every student is a priority
- Student engagement and success in learning is enhanced
- Students will contribute to their own wellbeing and the wellbeing of others

Fostering quality teaching and leadership

- Schools will self-assess student wellbeing in their local context in partnership with the school community
- School planning will incorporate strategies to enhance wellbeing, learning and engagement
- Schools and their communities will implement a comprehensive, integrated whole school approach to positive behaviour for learning

New and better ways of delivering public education

- A new forward-focussed approach which recognises that student wellbeing is dynamic and integral to learning will be at the centre of the work of Public Schools NSW at every level
- The views and perspectives of students themselves will be incorporated throughout the different stages of development
- There will be strong communication networks within and across government and non-government partners as contributors to individual and collective wellbeing