

# How the education community's feedback shaped Our Plan for NSW Public Education

We have worked to revise the plan to action the rich and valuable feedback we received from the education community. Thank you to everyone who contributed to the development of the plan.

<p><b>Overall plan</b></p> <p><b>What we heard</b></p> <p><b>Valued the short and simple layout but wanted to better understand our 'why'</b></p> <p>The areas of focus and commitment in the plan resonated with the community but many found the different areas of focus and priorities on the first page confusing.</p>	<p><b>What has changed</b></p> <p><b>Revised the statements in the plan to have our own uniting 'why'</b></p> <ul style="list-style-type: none"> <li>Aligned priorities with the areas of focus</li> <li>Amended the purpose statement to focus on the transformative power of learning</li> </ul>	<p>“The plan is all encompassing, includes from kindy to post-school pathways as well as aims to make it fun and rewarding for the teachers. This is a great plan, will be very challenging to achieve at every level but is aspirational and will progress our state education in right direction – <b>Parent/Carer</b></p> <p>I love the title -transforming lives! This is what we do -the focus should be on our students and setting high expectations for teaching and learning – <b>School staff member</b></p>
<p><b>Advance equitable outcomes, opportunities, and experiences</b></p> <p><b>What we heard</b></p> <p><b>Supported the focus on equity but wanted more details and recognition of the strength of our diverse communities</b></p> <p>People wanted to ensure our commitment to equity translated into meaningful action and asked for details underpinning the initiatives in this area of focus. People wanted stronger, strengths-based language, and a focus on all forms of discrimination (not only racism) and to see equity embedded across the plan.</p>	<p><b>What has changed</b></p> <p><b>Strengthened the equity content by further embedding equity in the plan and expanding the initiatives</b></p> <ul style="list-style-type: none"> <li>Revised the content, including the measures, to provide more details and ensure we are speaking to the strength of equity and diversity</li> <li>Revised the measures to make them more concrete and actionable</li> <li>Expanded the initiative to address all forms of discrimination</li> </ul>	<p>“It appears that the government has finally listened and is on the path towards equity – <b>School staff member</b></p> <p>I love the proposed plan. It has its heart in the right place, it has a focus on equity, it proposes a collaborative, whole of government approach to support the whole child in their environment. It reflects the feedback from schools and communities, particularly in regional, rural and remote areas. It identifies the importance of evidence and student and family voice – <b>Education support staff</b></p>
<p><b>Deliver outstanding leadership, teaching and learning</b></p> <p><b>What we heard</b></p> <p><b>Appreciated the 'teaching and learning' focus but wanted more recognition of the power of instructional leadership</b></p> <p>Schools loved the focus on transitions but were confused why we were focusing on digital literacy and not literacy and numeracy. They also wanted to see more alignment to School Excellence Framework and system-level supports.</p>	<p><b>What has changed</b></p> <p><b>Enhanced the focus on instructional leadership and alignment with school excellence</b></p> <ul style="list-style-type: none"> <li>Removed explicit reference to digital literacy and replaced with literacy and numeracy</li> <li>Strengthened alignment with "What works best", School Excellence Framework, and system-level supports</li> <li>Added focus on the important role of instructional leadership and continuous improvement</li> </ul>	<p><b>For example</b></p> <p>"Publishing a formal equity commitment statement and developing an action plan to address racism" was revised to "Foster a culture that values diversity by advancing reconciliation and eliminating barriers to opportunities, experiences and outcomes"</p> <p><b>For example</b></p> <p>Area of focus changed from "deliver outstanding teaching and learning" to "deliver outstanding leadership, teaching and learning"</p>
<p><b>Give children the best start in learning</b></p> <p><b>What we heard</b></p> <p><b>Valued the content in early childhood but thought we might be limiting ourselves with 100 new public preschools</b></p> <p>Schools valued the focus on transitions and Aboriginal children but thought the fixed number of new preschools dated the plan.</p>	<p><b>What has changed</b></p> <p><b>Removed the reference to 100 new public preschools</b></p> <ul style="list-style-type: none"> <li>Maintained the content in the pillar</li> <li>Removed reference to 100 new public preschools to be more ambitious</li> </ul>	<p>“It is inclusive and promotes equity and addresses the needs of students schools and teachers. I like the reference to comprehensive wrap-around services and embedding the voice of teachers, students and families in decision-making – <b>Retiring teacher</b></p> <p><b>For example</b></p> <p>"Connecting students to the support services they need" was revised to "Partner with students and families to connect them with the support they need"</p>

**Provide meaningful post school pathways**

**What we heard**

**Focus on diverse pathways resonated but wanted more consideration of access and role of schools in developing responsible citizens**

The focus on diverse pathway options, including university, school-based apprenticeships, and VET, resonated with the community but wanted to see equity better embedded. We also heard a need for more consideration of how we inspire and empower students to lift and shape their aspirations.



**What has changed**

**Strengthened the pathways by focusing on access, equity, and transformative power of public education**

- Revised initiatives and measures to focus on how we inspire and empower students to make informed choices and develop as responsible citizens
- Strengthened initiatives to include explicit focus on access and equity
- Included explicit reference to School-based apprenticeships and traineeships



“It’s true, [the kids] deserve to be in an environment that leads to the best outcomes for them – **Parent/Carer**

HSC or a Cert III. It is a motto that holds strong for our community – **School leader**

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**For example**

“Improve access, opportunities and choice across post-school pathways including university, training and work for all students”

**Strengthen trust and respect for the teaching profession and school support staff**

**What we heard**

**Loved the focus on teachers but the language of rebuilding trust and pride did not resonate strongly**

Wanted more of a focus on staff wellbeing, workload reduction, and respect rather than pride. Also wanted to see more inclusion of all staff (not just teachers) and greater consideration of the support and development of all school and system leaders.



**What has changed**

**Improved the initiatives and shifted focus to trust, respect, and wellbeing**

- Strengthened and broadened the wellbeing, workload and leadership initiatives
- Revised title to focus on respect and what we do for teachers (not to them)
- Broadened relevant initiatives to focus on all public education staff



“We think that focusing on staff wellbeing is important in improving school environments and student outcomes. – **School staff group submission**

The plan focusses on the right areas for our schools. But people are fundamental to the success of this plan, yet the people focus excludes education support teams. What is the plan to ensure the wellbeing of education support? – **School admin support staff**

Teachers really are the base of the education system and without devoted teachers who take pride in their work, many of the other categories would be challenging to achieve – **Student**

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**For example**

Area of focus changed from “Rebuild trust and pride in the teaching profession” to “Strengthen trust and respect for the teaching profession and school support staff”

**An overarching theme of the feedback was about how we will implement the plan.**

We know that how we implement the plan is critical to its success and we are committed to translating our commitment into meaningful action.

“I find that the draft plan is quite vague and general and does not inform me of any actual steps you are going to take to make this happen, causing me to believe that little to no action will be taken in the first place – **Student**

Each approach requires detailed, long term and significant resourcing to ensure these outcomes are realised... I think a commitment to follow through to do this is essential so that the plan isn’t just nice words on a page – **Education support staff**

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**We commit to:**



Sharing details of the work that supports the outcomes that we have set in the plan



Sharing twice yearly, transparent updates on the progress of the plan with all staff



Partnering with you throughout implementation and using existing structures for engagement to avoid creating additional workload for school staff



Providing opportunities for you to give us feedback and input into the actions



**We will come back to you at the start of 2024 with the priority actions we will take to implement the plan.**