

# Rural and Remote Education Strategy

Implementation Plan

2024







Pictured above: Narrabri Public School. Cover: Walhallow Public School.

## About the plan

We are committed to ensuring every child receives an education of the highest quality, no matter where they live.

This plan outlines how we will deliver on the *Rural and Remote Education Strategy* in 2024. It has been developed in consultation with our education partners and identifies priorities for our learning communities. This plan allows us to sharpen our focus toward specific components of the Strategy to address the key concerns our learning communities have raised.

A whole-of-system approach is required to see sustainable change for regional, rural and remote learning communities. In addition to the 3 key initiatives outlined in this plan, we will continue to embed the needs of regional, rural and remote learning communities in programs being delivered across the department. And we will provide updates on our progress throughout the year, including a mid-year report and an end-of-year report to be released in 2025.

Driving equitable outcomes, opportunities and experiences for all learners and staff is a priority for the department. This plan should be read together with *Our Plan for NSW Public Education*, which sets out the department's priorities from now until 2027.



## Acknowledgement of Country

We recognise the Traditional Custodians of the lands where we learn, work and live, paying respect to Elders past and present as teachers of knowledge, songlines and stories. We strive to ensure every NSW Aboriginal and/or Torres Strait Islander learner achieves their potential through education.



# Implementation snapshot

We will improve access to, and relevance of, supports for regional, rural and remote learning communities.

## Key initiatives



### Tailored housing support

We will increase teacher housing support for principals and teachers by improving processes and facilitating faster resolution of maintenance issues.

We will work across the department and with the Teacher Housing Authority to develop a strategy for the future.



### Strengthening professional connections

We will deliver a series of tailored, face-to-face wellbeing and connection sessions for school staff in regional, rural and remote areas.

We will improve coordination and visibility of opportunities for school staff to participate in professional connection activities.



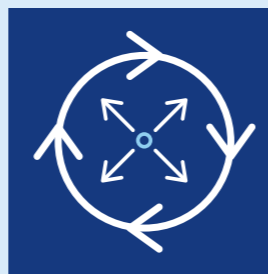
### Rural and remote staffing support

We will provide tailored, contextually relevant recruitment support for schools in regional, rural and remote areas, reducing the administrative burden on school leaders.

We will expand programs to attract more teaching staff to these areas.

## Embedding a whole-of-system approach

We will continue to track the performance of an additional 14 existing initiatives to ensure they are meeting the needs of regional, rural and remote learning communities.



Key initiative

# Tailored housing support

## What we heard

Quality teacher housing is critical to attract and retain staff in rural and remote schools. Currently, issues around the availability and maintenance of teacher housing, and associated processes, are negatively impacting the ability of our schools to attract and retain staff.



## We will

Improve the provision of teacher housing, including the condition and maintenance of properties by:

- prioritising work in regional, rural and remote locations based on existing evidence
- facilitating faster identification, management and remediation of crisis maintenance issues.

Increase support for principals and teachers seeking or living in teacher housing by:

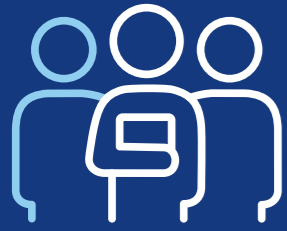
- streamlining processes to reduce the administrative burden on staff
- introducing a single point of contact for staff during the application process.

Address future planning for teacher housing by:

- developing a departmental housing strategy that is evidence-informed and addresses projected supply and demand
- reducing refurbishment timeframes and management of maintenance to align with modern property standards.

## And we'll measure success by

- Improving the provision and condition of teacher housing
- Reducing the time taken to address maintenance issues
- Increasing the satisfaction of principals and teachers with the housing assistance process.



# Strengthening professional connections

## What we heard

Opportunities for staff to undertake face-to-face professional connection activities in regional, rural and remote locations can be limited. Staff in these areas are more likely to experience professional isolation and have fewer opportunities for meaningful, ongoing and contextualised support.



## We will

Boost opportunities for regional, rural and remote teaching staff to participate in contextualised professional connection activities by:

- delivering 8 face-to-face wellbeing and connection sessions for staff in regional areas in 2024
- supporting the delivery of tailored, face-to-face and online professional learning to middle leaders in regional, rural and remote areas through the School Leadership Institute
- improving coordination, visibility and promotion of existing departmental professional connection activities.

## And we'll measure success by

- Successful delivery of face-to-face wellbeing and connection activities, based on participation and satisfaction measures
- Increasing participation of teachers in the Regional, Rural and Remote Middle Leaders Program.



# Rural and remote staffing support

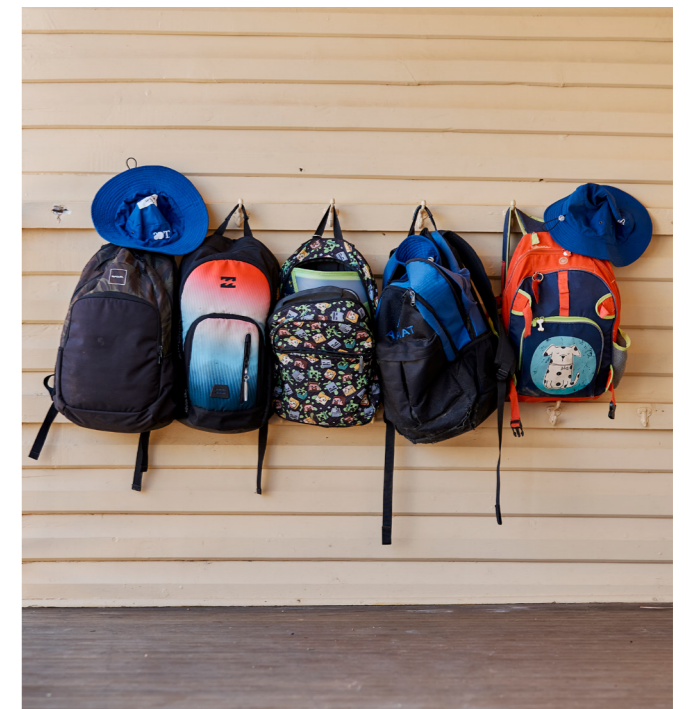
## What we heard

Recruitment activities and lead times add to the workload of school staff, particularly in rural locations with complex requirements. Additional dedicated recruitment support for schools would help streamline processes and provide greater consistency around the application of policies and incentives.

## We will

Enhance support for teacher recruitment and retention in regional, rural and remote schools by:

- expanding priority recruitment support to include an additional 22 regional, rural and remote schools, increasing the level of assistance provided to the schools most in need
- launching the Grow Your Own Local Talent Pipeline with 3 target locations in regional and rural areas
- expanding regional, rural and remote representation on Grow Your Own programs to enable access to more beginning teachers
- expanding regional, rural and remote specific mid-career talent programs to increase access to skilled teacher talent
- increasing visa support for international teachers to encourage retention in regional, rural and remote schools.

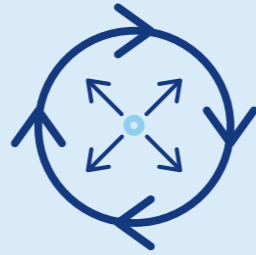


## And we'll measure success by

- Increasing satisfaction of principals and school staff with recruitment processes
- Increasing proportion of program participants from regional, rural and remote locations
- Retention of participants from Grow Your Own and mid-career talent programs in regional, rural and remote schools.



# Embedding a whole-of-system approach



We are tracking the performance of existing initiatives across the department to ensure they are meeting the needs of regional, rural and remote learning communities. This is part of our whole-of-system approach and is essential to drive enduring change across the 4 key areas of the Strategy. The table below includes a list of initiatives we are tracking in 2024.

Initiative	Description	Success measures		Key area	Lead directorate
		Access	Relevance		
<b>Regional, Rural and Remote Middle Leadership Development Program</b>	Delivering professional learning for assistant principals and head teachers	Number of participants from regional, rural and remote schools	Satisfaction rating at key points of learning	People	Office of the Secretary
<b>Rural Experience Program</b>	Supporting teachers to undertake a trial placement in a regional, rural and remote school with a focus on long-term retention	Number of participants	Satisfaction rating of participants	People	People
<b>Rural and Remote Financial Incentives Review</b>	Developing an action plan for financial incentives to ensure the aims of attraction and retention are holistic, fit for purpose and defensible	Number of incentives targeted to attract and retain teachers in rural and remote schools	Number of incentives targeted to attract and retain teachers in rural and remote schools	People	People
<b>Rural and Remote Incentives</b>	Providing additional incentives to increase the attraction and retention of teachers in regional, rural and remote areas	Number of Relocation payments Number of Stamp Duty Relief payments	Satisfaction rating of payment recipients	People	People
<b>Teachers in the Field - Casual Workforce</b>	Supporting regional, rural and remote schools to access casual teaching staff	Number of teachers and schools serviced	Satisfaction of schools serviced	People	People
<b>Grow Your Own – Local Teacher Pipeline</b>	Supporting community members in 4 high-demand locations to kick-start their career as a secondary teacher through a localised employment-based teacher training pathway	Number of participants in regional, rural and remote areas Number of participants receiving financial support to help with the cost of study Number of participants accessing initial teacher education degrees via flexible delivery modes	Satisfaction of teachers in training	People	People
<b>Innovating Careers Education</b>	Delivering needs-driven career learning programs to complement and enhance careers education	Staff attending Careers Immersion Team meetings Staff accessing Innovating Careers Education Professional Learning	Satisfaction rating of participants	Practice	Education and Skills Reform
<b>Rural Learning Exchange</b>	Providing contextualised online support for the delivery of Stage 6 curriculum across regional, rural and remote schools	Students, teachers and schools supported	Satisfaction rating of participants	Practice	Teaching, Learning and Student Wellbeing
<b>Clontarf Academy Program</b>	Providing mentoring, wellbeing and support services to Aboriginal boys in secondary school	Proportion of students enrolled compared to funded places	Proportion of students with a post-school plan in place	Participation	Office of the Secretary
<b>National Aboriginal Sporting Chance Program (NASCA)</b>	Providing mentoring, wellbeing and support services to Aboriginal girls in secondary school	Proportion of students enrolled compared to funded places	Proportion of students with a post-school plan in place	Participation	Office of the Secretary
<b>Supporting the early childhood education workforce in regional, rural and remote areas</b>	Providing incentives for early childhood education scholars to participate in and complete qualifications	Proportion of scholarship recipients from regional, rural and remote areas Proportion of students in the University of Wollongong's Accelerated Degree Pathway from regional, rural and remote areas	Proportion of scholarship recipients who responded to survey Proportion of students accessing wraparound supports	Participation	Early Childhood Outcomes
<b>Supporting early childhood education service provision in regional, rural and remote locations</b>	Delivering preschool programs via distance education Funding preschool education for children enrolled in mobile preschools in the 2 years before school Assisting providers with the cost of delivering a preschool service	Proportion of all 3 and 4-year-olds in NSW enrolled in an ECEC program for 600 hours per year in the 2 years before school	Qualitative insight as to how the initiative is fit-for-purpose for regional, rural and remote areas	Participation	Early Childhood Outcomes
<b>Regional Industry Education Partnerships</b>	Connecting employers with schools to support student career development across regional NSW	Proportion of opportunities accepted by regional, rural and remote students	Satisfaction rating of student participants	Partnerships	Education and Skills Reform
<b>Support for Country University Centres</b>	Improving access to higher education for rural students through community-led study hubs	Total students enrolled	Satisfaction rating of participants	Partnerships	Education and Skills Reform

# More information

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For more information about education in regional, rural and remote NSW and how we are implementing the Rural and Remote Education Strategy (2021-2024), visit [education.nsw.gov.au/regional-rural-remote](https://education.nsw.gov.au/regional-rural-remote) or email us at [rrrep@det.nsw.edu.au](mailto:rrrep@det.nsw.edu.au).

We acknowledge the homelands of all Aboriginal and/or Torres Strait Islander people and pay our respect to Country.

## Say hello

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