



ACT
Government
Education

STRATEGIC PLAN 2018-21

A Leading Learning Organisation.

OUR VISION

We will be a leading learning organisation where people know they matter.

OUR MISSION

We develop and deliver educational services to empower each child and young person in the ACT to learn for life.

Our values

- > Respect
- > Integrity
- > Collaboration
- > Innovation

Future of Education

- > Place each student at the centre of their learning
- > Empower teachers and other professionals to strengthen learning for all
- > Create strong communities for learning
- > Strengthen the system to focus on equity and quality

We pay respect to the United Ngunnawal Elders Council and to the Elders both past and present of the Ngunnawal Nation for they hold the hopes and dreams for the future of the ACT and surrounding region. We also acknowledge and pay respect to the Wreck Bay peoples as custodians of the lands on which Jervis Bay School is located.

We value the diverse contributions that our Aboriginal and Torres Strait Islander colleagues make to the Directorate.

PICK A GOAL

CORE PEOPLE CAPABILITIES

- > Embrace diversity
- > Leadership at all levels
- > Cultural integrity
- > Know and share evidence of impact
- > Personal effectiveness
- > Collaboration and partnerships

CORE PEOPLE ACTIONS

- > Building capability for collaboration and partnership across the directorate and with external partners
- > Building workforce capability in digital literacy and evaluation frameworks
- > Implementing the Performance Development Framework for educators
- > Developing a workforce strategy to inform planning and decision making
- > Incorporating a focus on diversity and inclusion
- > Supporting school leaders and beginning teachers
- > Improving induction and performance reviews

Strategic Indicators¹



To promote **greater equity in learning outcomes** in and across ACT public schools



To facilitate high quality teaching in ACT public schools and **strengthen educational outcomes**



To **centre teaching and learning around students as individuals**

1. See ACT Budget Paper F for further information



Schools where students love to learn

Results

We deliver **world class, innovative and future focused learning** that is recognised as inclusive, highly equitable and high quality

We provide **safe learning environments with a focus on wellbeing** where students feel good at school and have access to the support they need, when they need it

We ensure that **each student has a personalised and meaningful education** that allows them to thrive as global citizens

Students are confident, creative and collaborative, and they know they can be great learners

Through

- Developing organisational capacity to deliver evidence-informed, flexible and innovative pedagogy that provides a personalised learning pathway for each student
- Deliver learning that prioritises and enhances 21st century capabilities, such as collaboration, responsibility, self-efficacy, critical thinking and creativity
- Using technology in new and innovative ways to support learning
- Evaluating programs to ensure innovations deliver positive impacts and building on existing models with proven results
- Ensuring all students feel welcome, respected, supported, and valued in their school community and addressing social and psychological wellbeing concerns
- Creating physical environments that are safe and inclusive
- Collaborating to support seamless transitions from preschool through to year 12, checking in on students post transition, and identifying warning signs as early as possible
- Strategically planning for future student demand and changing needs

People

- Incorporating student voice into learning and giving valuable and timely feedback to all students
- Building expertise in case coordination and effective support for transitions, including working with families to resolve external issues that impact on a student's engagement with school
- Ensuring that everyone understands and recognises the importance and impact of early intervention on each child's learning and wellbeing and that schools are well equipped to provide proactive support
- Develop each person's capability to support children with complex needs and challenging behaviour as early as possible
- Developing agile, knowledgeable and reflective teams that can respond to changing needs
- Valuing and supporting the sharing of ideas and practices and leveraging existing expertise across the directorate
- Using data and information systems to support early intervention, including ensuring information is shared appropriately



Indicators of success



Increase in **students who strongly identify with school**



Increase in students who report they are **respected, listened to and involved in decisions**



Increase in students who report they feel **safe and supported at school**



Increase in **parents and carers who strongly identify with school**



Increase in **student reported resilience**



Increase in schools **accessing Education Support Office services that align to their school needs**



Increased equity in learning outcomes in and across ACT public schools

Priority actions to achieve this goal

- > Support all schools to invest early in the wellbeing of all students at all stages of schooling
- > Implement the whole of system school improvement strategy that includes:
 - systematised approach to whole of system improvement (using the National School Improvement Tool as the primary organiser contextualised for the ACT)
 - clarity on the roles and responsibilities for executives, school leaders and staff
 - a strong focus on cultural integrity and inclusion
 - high quality responsive universal, selected and targeted services for schools, school leaders, staff and students
 - evidence-informed practice that is regularly reviewed and assessed
 - quarterly scoping design and execution of school improvement initiatives through engagement with School Leaders
- > Embed co-designed universal, selected and targeted strategies that support student wellbeing and 21st century skills in every school. These strategies:
 - reflect both the knowledge and skills of students and staff
 - focus on personalised learning (student agency), and
 - differentiation (strong pedagogy).
- > Implement and embed high quality professional learning communities at every school, ensuring:
 - school annual learning plans reflect system goals
 - plans are developed in consultation with staff
 - the Professional Learning Communities methodology is consistent with system expectations for student outcomes, and there is regular evaluation of impact
- > Extend capability to implement contemporary pedagogy that includes:
 - inclusion and high expectations for every student
 - a focus on student agency
- > Deliver Schools for a Growing Community with a focus on 21st century learning environments



Investing in **early childhood**

Results

We acknowledge and support families
as every child's first teachers

Every child and family is known before
they arrive in preschool or kindergarten

**We value and validate a child's learning
from early childhood education and care**
through to preschool and into schooling

Through

- Supporting preschools to meet the National Quality Framework and raise National Quality Standard ratings
- Building a culture of sharing knowledge across sectors and services, including the government and non-government early childhood education sector, playgroups, preschools, specialist schools, health services and family support programs
- Playing an active role in engaging with the community through events
- Implementing evidence-informed models for early childhood education, including play based models for developing learning dispositions
- Enabling teams of early childhood educators to demonstrate their professional expertise

People

- Growing leadership in early childhood education in schools
- Ensuring understanding and recognition of the importance and impact of early childhood education on each child's learning
- Building collaborative partnerships with early childhood services
- Working with families to address external factors that could impact on early childhood development



Indicators of success

 **All primary schools have a preschool Quality Improvement Plan** as part of their School Improvement Plan

 The comparative **improvement of preschools' rating against the National Quality Framework**

 Increase in the number of schools where the nominated **supervisor, educational leader, preschool teachers and relevant learning support assistants attend two or more sessions of early childhood professional development per calendar year**

 **Increase in the number of schools that apply the Early Years Learning Framework learning outcomes** when documenting the assessment of the learning of each preschool child

 **Increase the number of early childhood qualified educators** in each school network

Priority actions to achieve this goal

- > Develop a suite of universal and targeted services to support schools to capably deliver high quality and compliant preschool education
- > Develop an instructional leadership and quality teaching strategy for early childhood professional development
- > Establish mechanisms for showcasing and sharing best practice aligned to the Early Years Learning Framework and National Quality Standards
- > Implement a whole of Directorate Early Childhood Education improvement response that includes:
 - Improving Education Support Office capability to support preschools to meet the requirements of the National Quality Framework and improve the National Quality Standards ratings
 - Improving communications and understanding of roles and responsibilities between ACT public schools, Education Support Office and the ACT regulator
 - Communicating clear expectations that each School Network is to be represented at each early childhood sector meeting
- > Extend collaboration between schools, families, community organisations, and early education and care providers through whole of government service integration and a revamp of the early childhood school model, to ensure that young children (3-7 year olds) have the best start to their education journey
- > Develop school capability and commence mapping and analysis of data about incoming cohort families
- > Provide families with formal and informal opportunities to learn about interactions that maximise childhood development
- > Review the model of preschool and school integration, including the relationship between the Early Years Learning Framework and the Australian Curriculum
- > Enable preschool educators to access early childhood communities of practice to enable best practice and quality improvement
- > Include early childhood infrastructure capacity in every new school, including early childhood service capacity for both Long Day Care and Out of School Hours Care
- > Develop a policy framework for fostering proactive collaborative relationships in early childhood education, including implementation of the 'Growing Preschool Expertise' project using the network model



Evidence-informed decisions

Results

We combine student agency, professional expertise, and the best evidence

to make decisions

We apply an agreed standard of evidence

to the decisions we need to make

We have line of sight between student agency, evidence and impact at multiple levels (student, school, program, system)

Our people are using evidence based practices

to demonstrate impact on student learning

Through

- Maintaining high quality and up to date data that provides a holistic view of student's educational achievement and wellbeing to support decision makers, including educators and other professionals
- Improving access to transparent and open data that meaningfully tracks trends over time and provides school and community profiles
- Improving functionality of existing systems and ensuring all areas have the systems they need to collect and use data in a timely way
- Combining data with the expertise of professional staff members, students, families and the broader community to ensure a holistic understanding of issues and impacts
- Promoting action research and peer reviews to enable staff to build their own evidence for impact
- Foster innovation and creativity through action learning

People

- Understanding and sharing evidence of impact, including developing data literacy
- Collecting, interpreting and translating data to positively impact growth in student achievement and wellbeing
- Gathering qualitative feedback from diverse sources, including students and families with complex needs
- Using evidence to inform best practice approaches for policy, programs/service delivery and targeting of resources at all levels
- Evaluating, planning and analysing information, including through action learning



Indicators of success

 Proportion of schools reviewed that **achieve high or outstanding in National School Improvement Tool domains**, in particular:

- > An explicit improvement agenda
- > Analysis and discussion of data
- > Differentiated teaching and learning (School Improvement)

 **Increased usage of key datasets**

 **Increased evidence of impact** informing future investments

 **Increased number of reform initiatives** formally evaluated and the proportion of recommendations implemented

 **Increased proportion of initiatives with evaluation** inbuilt into the planning phase

Priority actions to achieve this goal

- > Develop and implement 'Evidence and Inquiry in School Improvement' to build capability in school improvement, data literacy and the school improvement cycle of inquiry of school leaders at a range of levels
- > Implement endorsed school-based assessment tools
- > Streamline the school review process to be more focused on school improvement and ensure all elements of high performing schools are incorporated
- > Develop and implement multi-level data literacy elements of 'Strengthening Leadership Capability'
- > Improve access to key performance data to inform school review and improvement processes (using the National School Improvement Tool), particularly leveraging off Schools Administration System and associated data warehousing
- > Develop and implement a broader range of achievement data (with a particular emphasis on skills and attributes such as general capabilities and work readiness), leveraging off national and international initiatives and existing practices in schools and networks
- > Develop and implement contemporary measures of student achievement and school improvement, including but not limited to literacy and numeracy gain, equity, and school climate.
- > Develop and implement agreed student achievement and school improvement measures appropriate to early childhood schools, colleges and specialist schools
- > Develop and embed new Strategic Plan performance measures (such as supplementing existing staff surveys) to ensure measurement suite is fit for purpose
- > Design and implement an evaluation framework and guidelines with a particular focus on planning for evaluation at the commencement of a reform or improvement intervention, and establish an annual evaluation program
- > Commence targeted evidence-based presentations to the Education Governance Committee on organisational health and performance
- > Align performance measures in Budget Papers, Annual Reports, Future of Education, Education Directorate Strategic Plan, School and Education Support Office Annual Plans



Learning culture

Results

Every individual is empowered to learn and help others to do so

We value leadership that promotes and models inquiry and creativity

We have a future focused workforce with the capability to achieve outcomes for each student

Through

- Fostering physically and psychologically safe and respectful environments for our people to learn
- Implementing a coordinated suite of targeted and practical learning pathways that are tailored to different needs, based on sound research, delivered collaboratively and by credible experts
- Recruiting and supporting highly skilled, qualified and capable staff
- Learning from others, including those outside the education sector that support our students and their families
- Establishing forums and mentoring opportunities to share impacts and effective practice
- Involving all staff in planning processes

People

- Embracing and valuing diversity of ideas, backgrounds and experiences
- Strengthening cultural integrity
- Working with agility and flexibility to meet changing needs
- Supporting each person to understand their role and responsibilities in the organisation



Indicators of success

 **Increased retention** of beginning teachers and new staff

 Increase in mentors and mentees who report **high levels of confidence and satisfaction** with mentoring supports

 Increase in staff reporting **strong leadership in schools**

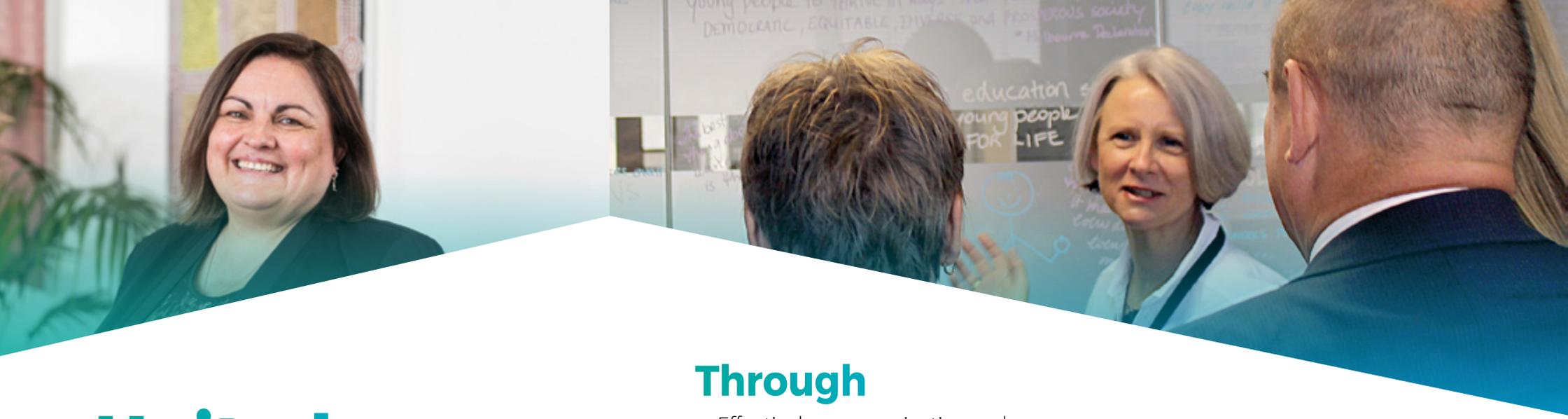
 Increase in **staff reporting that their leaders are able to build capability in others**

 Increase in **staff who understand and work towards future focused skills**

 Increase in staff reporting **support for professional development**

Priority actions to achieve this goal

- > Establish coaching and mentoring programs that are available for staff at career transition points for new teachers, aspiring leaders and new principals
- > Engage initial teacher education providers to influence the quality and effectiveness of graduates
- > Implement a system level, multi-layered leadership development strategy that has an emphasis on instructional leadership and enterprise skills with a deep embedding of inclusion, cultural integrity, collaboration and adaptive leadership
- > Implement a Learning Management System that will provide improved access to development and provide a capability profile for every employee
- > Establish a career and capability pipeline that supports each staff member in the Directorate, including a capability framework that outlines expectations for every role
- > Investigate development of baseline and targeted cultural integrity programs for all staff
- > Conduct a review of transfer round processes with a strong focus on delivering equitable outcomes for students and supporting staff wellbeing
- > Develop a new induction program
- > Embed a performance management framework to be utilised consistently throughout the Directorate with a focus on capability development for all staff
- > Introduce a Human Resources Portal to provide staff access to learning opportunities and resources



United leadership team

Results

Ownership of the Strategic Direction is shared between Schools and the Education Support Office

We have community confidence in our ability to deliver quality and equitable education

Education Support Office and School Plans are **aligned with our strategic direction** and are coherent

We trust and support each other during challenges

Through

- Effectively communicating and developing strategy together
- Improving the governance arrangements, policies and processes that help us to be accountable for equitable education
- Defining and embedding the behaviours that reflect our values
- Supporting staff wellbeing, inclusion, and collaboration through effective, sustainable and positive relationships
- Creating opportunities for school leaders to be active and visible leaders across the directorate
- Embedding participatory management approaches that involve students and staff in decisions and feedback processes

People

- Increasing personal effectiveness
- Developing leadership capability and effective management
- Embracing diversity in strategies, staffing and leadership
- Working with multidisciplinary teams and collaborating across Schools and Education Support Office
- Enabling a culture of trust and continuous learning



Indicators of success



Increase in **positive perceptions of the Directorate**



Increase in staff reported **confidence in understanding and communicating organisational direction**, and seeing it in the way we work



Increase in staff reporting **confidence and trust in their colleagues and leaders**



Increase in staff reporting **high levels of collaborative practice between colleagues and leaders**



Increase in **leadership capability** reported through the 360 degree feedback process

Priority actions to achieve this goal

- > Launch the Governments' Future of Education Strategy and Directorate Strategic Plan, involving all Executive and School Leaders
- > Embed Strategic Plan implementation roles, responsibilities and behaviours into all Leadership Professional Development Plans
- > Implement biannual reviews of progress against the strategic plan, involving Corporate Executives and the Principals Advisory Group
- > Establish an organisational planning and reporting process in collaboration with the Senior Governance Committee
- > Develop a joint collaboration rubric between the Senior Governance Committee, Principals Advisory Group and Business Managers Advisory Group to be applied to all key projects and considered in Professional Development Plan feedback
- > Establish a forum for sharing problems, practice and strategic discussions at leadership meetings
- > Establish United Leadership behaviours, rituals and self-assessment approaches, including ensuring Corporate Executives build relationships with school leaders and a working knowledge of our schools
- > Establish a 360 degree feedback process, including explicitly seeking feedback from schools
- > Build the Executive Leadership Team using the DISC profile methodology or other team building exercises