

# STRATEGIC PLAN 2022–25



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Leah Brideson, *Burrul Gi Gi Wuuri* (2022)

Burrul-gi-gi, Wuuri, meaning 'grow' and 'give' in Gamilaraay language is about coming together in the journey of education, learning, growing with knowledge and passing the knowledge on. The landscape of this place, the cracked earth, pays respect to the traditional custodians, the importance of their connection to Country and their eternal care and passing on of such vital knowledge of Country. The piece in its entirety embodies the gift of time, being together and sharing the growth of each other's personal and collective journeys.

Leah Brideson is a Canberra-based contemporary Aboriginal artist.

The Bogong moth you see throughout the Strategic Plan 2022-25 symbolises the connection to the Canberra region. Here, it represents the journey of life and transformation of our children into young people and then adults.

#### **Strategic Plan 2022-2025**

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Education Directorate

ACT Government

GPO Box 158, Canberra ACT 2601

Telephone: 13 22 81

[www.act.gov.au](http://www.act.gov.au)

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#### **Acknowledgement**

The Education Directorate acknowledges the Ngunnawal people as the traditional owners and custodians of the Canberra region. The region is also an important meeting place and significant to other Aboriginal groups.

We also acknowledge and pay respect to the Wreck Bay peoples as traditional owners and custodians of the land on which the Jervis Bay school is located.

We respect the Aboriginal and Torres Strait Islander people, particularly our Aboriginal and Torres Strait Islander staff, and their continuing culture, and contribution they make to the Canberra region and the life of our city.

# STRATEGIC PLAN 2022-25



## Foreword

The ACT has a vibrant community of education professionals working to ensure every child and young person receives an excellent education.

Our system is unique, with equity and inclusion at the core of who we are and the way we work to provide every child and young person with the opportunity to achieve their aspirations.

While we play a strong stewardship role across all schools and early childhood education and care settings, ACT Education has a particularly important responsibility to deliver welcoming, supportive and aspirational public schools.

This plan represents our commitment to achieve this with the ACT community.

Katy Haire  
Director-General  
ACT Education

## Our vision

Every child and young person receives an excellent education, delivered and supported by highly skilled and valued professionals.

## Our mission

We lead and deliver excellent, inclusive and equitable education where all are safe, valued and able to flourish.

Our Strategic Plan 2022-25 is designed to create a coherent, equitable, inclusive and excellent education system where:

- all children and young people are supported to learn, thrive, have agency, participate and achieve high expectations
- we deliver exciting, innovative, and tailored learning opportunities that set children and young people up for a successful life
- our people are valued and supported to develop in their work and aspirations
- cultural integrity is central to our work
- everyone is safe and well, including supporting wellbeing and physical health
- families and communities are welcomed and included
- research, evidence and feedback are sought out and accountability is provided
- continuous quality improvement for the whole system is delivered
- we work together to achieve this in a way that is aligned, supporting everyone to be successful.



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# STRATEGIC PLAN 2022-25

## How does it all fit together?

This strategic plan brings to life our shared commitment to the *Future of Education* principles of equity, inclusion, access and student agency, with the aim of ensuring every child and young person can grow with confidence and creativity as lifelong learners and active community members.

The ACT Education Directorate plays a significant role in ensuring quality learning for children and young people. The way we work is underpinned by the ACT public service values of respect, collaboration, innovation and integrity.

The ACT Wellbeing Framework guides the territory-wide approach to lift the quality of life of all Canberrans. Our educational mission closely contributes to this wellbeing framework by focusing on empowering children and young people with the knowledge, skills and understanding needed to learn for life.

*Set Up for Success* and the *Future of Education* are the ACT Government's 10-year early childhood and education strategies, capturing our educational reform objectives and actions to provide excellent, inclusive and equitable education that maximises children and young people's wellbeing and learning from birth until they finish school.



Our Strategic Plan 2022-25 focus areas are delivered through the four foundations of the *Set Up for Success* and the *Future of Education* strategies. The implementation plans for each of these strategies outline the specific commitments that will be delivered. More information at [education.act.gov.au](https://education.act.gov.au).

### Children and young people



### Our people

### Community partnerships



### Systems and supports



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# STRATEGIC PLAN 2022–25

## How will we work together?

Each part of our education system contributes something different. By working as a cohesive education system with a shared vision, mission and principles that guide the way we work, we will achieve the best possible outcomes for children and young people and our community.

### Working together guided by these principles in everything we do

**Focus on Learning** – we deliver excellent, inclusive and equitable education for every child and young person by growing highly skilled and valued professionals.

**Embed Cultural Integrity** – we acknowledge, respect, and actively include Aboriginal and Torres Strait Islander peoples and cultures in our work.

**Keep Everyone Safe and Well** – we ensure our staff, children and young people are safe and supported to thrive in their education and work.

**Align Our Work** – we collaborate and align our work to our shared vision, mission and principles.

**Use Evidence and Be Accountable** – we design and deliver excellent, sustainable education services using quality research, data insights and lived experiences.

**Lead Together** – we build leadership capability and understanding of the distinct yet complementary roles we all play in planning, managing and delivering an excellent and cohesive education system.



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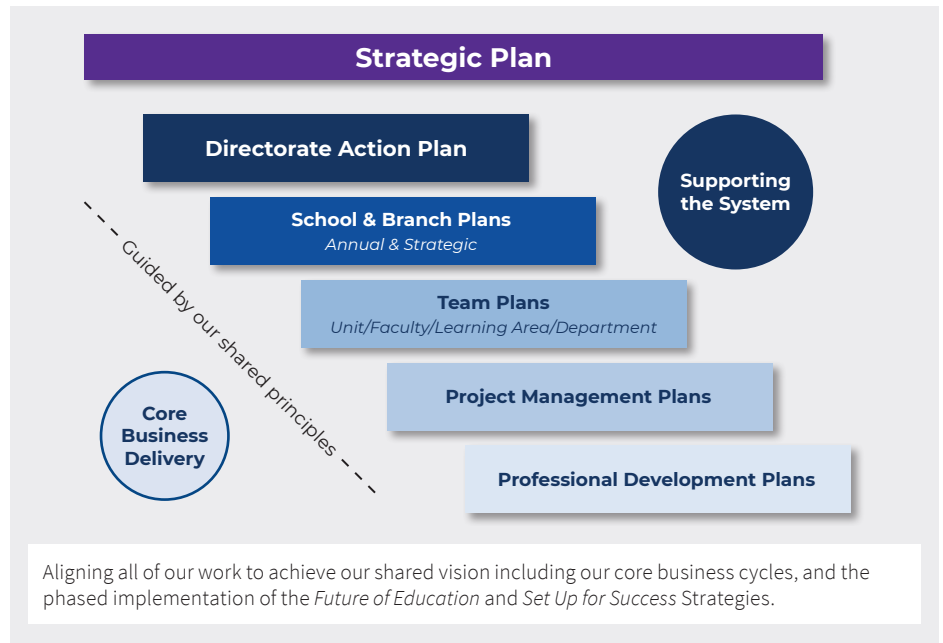


# STRATEGIC PLAN 2022-25

## How will we work as a cohesive education system?

We will align our planning, reporting and quality improvement cycles to maximise our coherence, efficiency and effectiveness as an education system.

Building capability in evaluative and reflective practices will be the foundations of our excellent, inclusive and equitable education system.



## How will we measure our collective impact and improvement?

Achieving excellence as an education system is only possible when all children and young people are supported to learn.

Every child and young person must be supported to learn and grow in an environment that is inspiring, inclusive and aspirational. We will use quantitative and qualitative data to review and understand both where we have success, and where we need to improve.

Evidence shows that when children and young people feel safe and well, their sense of belonging improves, which enables them to learn. For this reason we will measure our impact in four key areas:

### Learning / Belonging / Equity / Wellbeing

**Learning:** strengthened educational outcomes

**Belonging:** increased identification with school

**Equity:** greater equity between all learners

**Wellbeing:** improved indicators of wellbeing

These headline measures will be underpinned by robust data but will still provide only part of the picture. Measuring our success will also require listening and learning from our people, children and young people, and families. By collecting stories and committing to acting on feedback, we will have the greatest impact.



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## Children and young people

Our aim for children and young people is to ensure equitable access to high quality learning from their earliest years through to graduation. This includes ensuring children and young people are engaged in their learning by taking a holistic view of their unique needs and interests, respecting that they are active participants in their learning and can make choices about what and how they learn.

This aim connects the *Set Up for Success* foundation ‘a fair start for every child’ and the *Future of Education* foundation ‘placing students at the centre’. Specific actions supporting this aim are outlined in the phased Implementation Plans for each strategy.

### Outcomes: What we aim to achieve

- > **Lifelong benefits of Education:** Quality education supports positive outcomes across the life journey and ensures children and young people can lead happy, healthy and successful lives.
- > **Equity of Access:** Access to two years of quality early childhood education prior to formal school addresses vulnerability and disadvantage, creating a more equitable society in which every child and young person can succeed.
- > **Culturally Safe and Supportive:** Culturally safe and relevant educational contexts support children and young people’s development.
- > **Inclusion:** All children and young people feel safe, supported, and like they belong within their school community. They are encouraged and supported, with opportunities to reach their full potential.
- > **Student Agency:** All children and young people are positively engaged, interested in their learning, and actively involved in shaping their education journey.
- > **Wellbeing:** All children and young people are equipped with skills, strategies and dispositions to meet challenges in a positive way with lower levels of anxiety and depression.

### Theory of action

If we focus on ensuring every child and young person feels welcomed and included at early learning and school, connected with their learning, and supported to respond to life’s challenges, **then** children and young people will achieve improved wellbeing and learning outcomes.

### How we will measure success

- ✓ School Satisfaction and Climate Survey
- ✓ Post-school destination survey
- ✓ Wellbeing measurement
- ✓ Early childhood efficacy measurements
- ✓ Qualitative – Most Significant Change stories





## Our people

Our aim is that our staff feel supported, safe, and empowered to meet the needs of all children and young people. Valuing education professionals and providing opportunities to develop skills through high quality training, mentoring and professional development, as well as supporting leaders to build expert teams will support learning for children and young people.

This aim connects the [Set Up for Success](#) foundation ‘*Valuing educators values children*’ and the [Future of Education](#) foundation for ‘*Empowered learning professionals*’. Specific actions supporting this aim are outlined in the phased Implementation Plans for each strategy.

## Outcomes: What we aim to achieve

- > **A skilled and stable workforce:** Ensuring all education professionals have access to quality professional learning and development opportunities which promote staff retention so that the workforce continues to grow.
- > **Supporting the workforce to meet children and young people’s needs:** Equipping education professionals to support diverse needs and experiences will help children and young people to develop and learn in safe environments.
- > **Purposeful relationships between education professionals in different settings:** Ensuring purposeful relationships between early childhood education and care services and schools will ensure children and families can be better supported, and educators have more opportunities to grow their skills and connections.
- > **Teaching excellence:** Delivering high quality education practice that supports learning progress and success for every child and young person.
- > **Delivering a workforce for the future:** Building an expanded and multidisciplinary workforce capable of delivering equity of learning outcomes and future focused skills in a way that meets the needs of children and young people in a holistic and integrated way.

## Theory of action

If we identify and scale great teaching practice and build a multidisciplinary workforce of highly skilled and supported education professionals, *then* children and young people will have access to holistic learning and supports to meet their learning and wellbeing needs.

## How we will measure success

- ✓ School Satisfaction and Climate Survey
- ✓ School Leadership Survey
- ✓ Education Support Office Staff Survey
- ✓ Early Childhood Education and Care sector staff survey
- ✓ Qualitative review of professional learning communities
- ✓ Scholarship uptake and early childhood degree completion



### How can I find out more?

Go to [education.act.gov.au/our-priorities/strategic-plan](https://education.act.gov.au/our-priorities/strategic-plan)



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## Community Partnerships

Our aim is that collaborative partnerships between early childhood education and care, schools, parents and carers, government, business, and community enhance learning and provide supported transitions and pathways for every child and young person. This includes ensuring parents and carers are active participants in school life and in the learning of their children and young people.

This goal connects to the [Set Up for Success](#) foundation for a ‘Every child has a story’ and the [Future of Education](#) foundation for ‘Strong communities for learning’. Specific actions supporting this aim are outlined in the phased Implementation Plans for each strategy.

### Outcomes: What we aim to achieve

>**Connecting transitions:** Providing opportunities for parents and educators, to share information about their child or young person’s learning and development journey and involving children and young people in sharing their strengths interests and challenges.

>**Preparing settings for children and young people:** Establishing collaborative relationships across services and schools to support knowledge sharing so that each school is able to meet the needs of children and young people.

>**Children, young people and families only need to tell their story once:** Enabling services and schools to actively share a child or young person’s story to encourage more connected systems that are better placed to meet the needs of children, young people and families.

>**Fostering inclusive environments:** Embracing diversity and setting up learning environments where children and young people can feel safe and valued supports their learning and helps to celebrate every child and young person’s story.

> **Parent and community partnerships:** Strengthened connections, collaboration and partnerships between children and young people, parents, education professionals, and community services with a focus on better meeting individual learning and wellbeing needs and improving transitions across the education journey.

>**Early years learning:** Integrated approaches to early learning that support smooth transitions and build parent confidence in supporting their children’s learning journey.

### Theory of action

If we coordinate supports across a child’s life journey through meaningful partnerships from early childhood and throughout formal schooling, *then* children and young people will have the best access possible to education and lifelong learning.

### How we will measure success

- ✓ School Satisfaction and Climate Survey
- ✓ Parents and Citizens and school boards participation and feedback
- ✓ Community partnerships participation and feedback
- ✓ Qualitative – Most Significant Change stories
- ✓ Qualitative – case studies – what do families want



How can I find out more?

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## Systems and supports

Our goal is for all parts of the education system to be aligned, efficient and effective to support enhanced learning outcomes. This means ensuring the systems that support education enable flexible delivery in order to meet diverse needs, including infrastructure, legislation, resourcing and teaching tools, organisational structures and culture, public accountability and reporting, and data and information technology.

This aim connects the *Set Up for Success* foundation for ‘Working together for children’ and the *Future of Education* foundation for placing ‘Systems supporting learning’. Specific actions supporting this aim are outlined in the phased Implementation Plans for each strategy.

### Outcomes: What we aim to achieve

- > **Connected services and systems:** Building stronger connections, improving service access, and supporting information sharing to create an environment where services can connect with families through a ‘no wrong door’ approach.
- > **Community leadership:** Ensuring educational services are informed by the voices and perspectives of Aboriginal and Torres Strait Islander Communities in order to embed communities of kinship and care into our preschools and schools.
- > **Planning and Infrastructure:** Building early childhood education considerations into planning decisions and ensuring schools are built, modernized, and maintained to meet the needs of our growing city. This includes providing sustainable, safe and adaptable physical learning environments to meet the future needs of children and young people.
- > **Digital and data systems:** Student learning is enhanced through digital and data systems that support learning anywhere, with data available to enable tailoring of education offerings to match learning needs. ICT systems are contemporary and suitable to a modern education system.
- > **Strategic planning and legislative reform:** Planning and legislative frameworks support schools to meet the expectations of the ACT community for high quality, safe and inclusive learning environments.

### Theory of action

If we deploy intelligent systems, align our planning and legislative frameworks, and invest in quality learning environments, *then* we will enable our leaders, educators, and learners to realise real gain in our classrooms.

### How we will measure success

- ✓ School Satisfaction and Climate Survey
- ✓ School Leadership Survey
- ✓ Education Support Office Staff Survey
- ✓ System Evaluations
- ✓ Qualitative – Most Significant Change stories



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**Reflecting on your role in the organisation (are you: an administration officer; a business manager; a policy or project manager; a teacher or a principal):**

**What aspects of the guiding principles relate to your work?**

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**What ways of working do you use that are already contributing to the guiding principles?**

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**Have the guiding principles given you any ideas for new ways of working?**

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