



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA



**Focus
2022**

Message from the Director General

Our focus remains unchanged. It is to ensure the Western Australian public school system is a major contributor to the State's prosperity and growth as a fair society promoting the wellbeing and participation of all its citizens.

We committed to this together, and in 2021 we saw more students stay in education, master the foundation skills of literacy and numeracy, and successfully leave public education in WA with a qualification. This sets them up for success and it equips them to handle the challenges of life.

Thank you all for striving to achieve success for *Every student, every classroom, every day*. It's the moment by moment decisions that our staff make, backed by our principals that make a difference to the learning lives of students.

This is supported by services across the Department of Education. Looking back, many of the school improvement drivers set out in *Building on strength* are now in place.

Collegiate Principals are at work across our state, Directors of Education promote growth in student achievement and our Public School Review team has reviewed nearly all of our schools in the past three years. These combined initiatives are delivering our community with assurance in the quality of their child's school.

Our new Student Achievement directorate is the major support arm for our schools. Making sure every school can attract the quality staff they need, when they need them, drives our Workforce teams. Our new service delivery model at Statewide Services is designed to provide schools with the targeted help they need to support quality teaching and positively impact student outcomes.

We know that educators make a difference to the lives of young people. For us to maximise that impact it must be alongside parents, families and communities.

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Department of Education
151 Royal Street
East Perth WA 6004
T: 9264 4111
W: education.wa.edu.au

This material is available on request in appropriate alternative formats.

We acknowledge the traditional custodians of the lands on which our students live and are educated.

We acknowledge parents, families and communities as the first educators of their children. Aboriginal people have a long tradition of teaching and learning through sharing their connections with the land and sea, and through their stories and lived experiences that are passed from generation to generation. We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.

The establishment of the Parent Liaison Office begins the work we need to do to strengthen our relationships with communities. Their call for us to respond to a post COVID world cannot be ignored. This means: building online and distance delivery at every school; a system that attends to a child's individual needs; and the critical need to consider student services in light of the suite of complexities our students are facing.

We must set the preconditions for learning of a safe and secure environment and then enable purpose, mastery and engagement in all of our classrooms.

Focus 2022 commits to delivering the Quality Teaching Framework, our shared understanding of what quality teaching looks like. This means that all students belong. They experience success at whatever level they tackle their learning. They have purpose reflected in a desire to follow a calling or pathway.

Our horizons in terms of pathways and opportunities have broadened. 2022 is the first year in which all Year 7 students in Western Australia are expected to be learning a language.

Eighty-five of our schools will offer over 20 Australian languages.

This demonstrates our commitment as educators to value and acknowledge our role in strengthening Australian languages. In doing so, we play an active role in keeping identity, language and culture strong and safe for future generations.

We have a long way to go and in education we have an important role to play in educating for the future.

I want to recognise and celebrate this commitment and encourage all schools to lead a practical commitment to creating culturally responsive classrooms and building on the strengths of Aboriginal students.

We need to do this with families, carers and communities.

I am immensely proud of your work. I encourage you to use Focus 2022 to inform your strategies and priorities for the year ahead.



Lisa Rodgers
Director General



1 Provide every student with a pathway to a successful future

Together we will:

- provide high quality, evidence-based learning opportunities in the early years
- create thriving learning environments for Aboriginal students that build on their strengths and provide opportunities for meaningful and successful pathways through and beyond school
- engage in early pathway planning to support young people to transition successfully through education and beyond
- build STEM skills to strengthen post-school opportunities
- ensure all students are achieving year-on year progress through evidence-based approaches.

Support for schools will:

- deliver a suite of career development resources for parents, students and staff
- enhance career and vocational pathways including appointing specialised career practitioners and introducing taster programs for students in Year 9
- promote opportunities for student pathways in primary industries, including agriculture, informed by successful models.

2 Strengthen support for teaching and learning excellence in every classroom

Together we will:

- embed whole school approaches to teaching, including for online and remote delivery
- connect to local Aboriginal histories, cultures and languages, to strengthen student wellbeing, engagement and achievement
- continue to build on the progress and achievement of NAPLAN results, with a particular focus on Year 7
- set clear expectations and embed effective approaches to student wellbeing and care.

Support for schools will:

- help principals develop cultures of teaching and learning excellence through the Quality Teaching Framework
- prioritise and align system support for schools with identified achievement challenges
- build consistent practice in the teaching of phonics
- broaden access to the expertise of the School of Isolated and Distance Education (SIDE)
- provide additional school psychologists and chaplains to support student mental health and wellbeing
- provide opportunities to share expertise, impactful practice and knowledge of what works well across the system
- build understanding of the Child Safe Standards through implementation of the Safe and Friendly Schools Framework
- provide advice and tools to improve sustainability practices.

3 Build the capability of our principals, our teachers and our allied professionals

Together we will:

- build the capability of our leaders and teachers to deliver effective, evidence-based teaching practices in every classroom
- continue to build our cultural responsiveness, and work in ways that value the knowledge and perspectives of Aboriginal people
- better use the expertise of Managers Corporate Services to support school management
- explore student achievement and progress measures for students with disability and diverse learning needs.

Support for schools will:

- deliver teaching and learning resources to support multi-age groupings
- start implementation of the Culturally Responsive School Leadership program
- provide a panel of providers to support access to high quality professional development, to strengthen teaching and learning
- evaluate the impact of Collegiate Principals.

4 Support increased school autonomy within a unified public school system

Together we will:

- sharpen the focus of school networks on student achievement and staff development
- use student performance data to plan for improvement across schools
- increase the diversity of our workforce by employing more Aboriginal people, people with disability, culturally and linguistically diverse people, young people, and women in leadership positions.

Support for schools will:

- trial improved principal selection and placement processes
- implement a Principal Professional Review process
- explore approaches to strengthen gifted and talented provision
- examine ways to streamline access to interim Individual Disability Allocation (IDA) funding
- strengthen the connection between residential colleges and local public schools.



5 Partner with families, communities and agencies to support the engagement of every student

Together we will:

- enhance engagement practices with parents and families that are responsive to their needs and concerns
- create opportunities to work collaboratively with local communities, including Aboriginal communities, to determine aspirations and opportunities for students
- take a stand against violence by enabling safe and supportive school environments.

Support for schools will:

- strengthen parent and community engagement
- continue to promote engagement in alcohol and other drugs education programs
- ensure schools have access to high quality resources to develop students' understanding of respectful relationships and consent education
- implement a streamlined exclusion process
- continue to focus on the 10-point plan to address violence in schools.

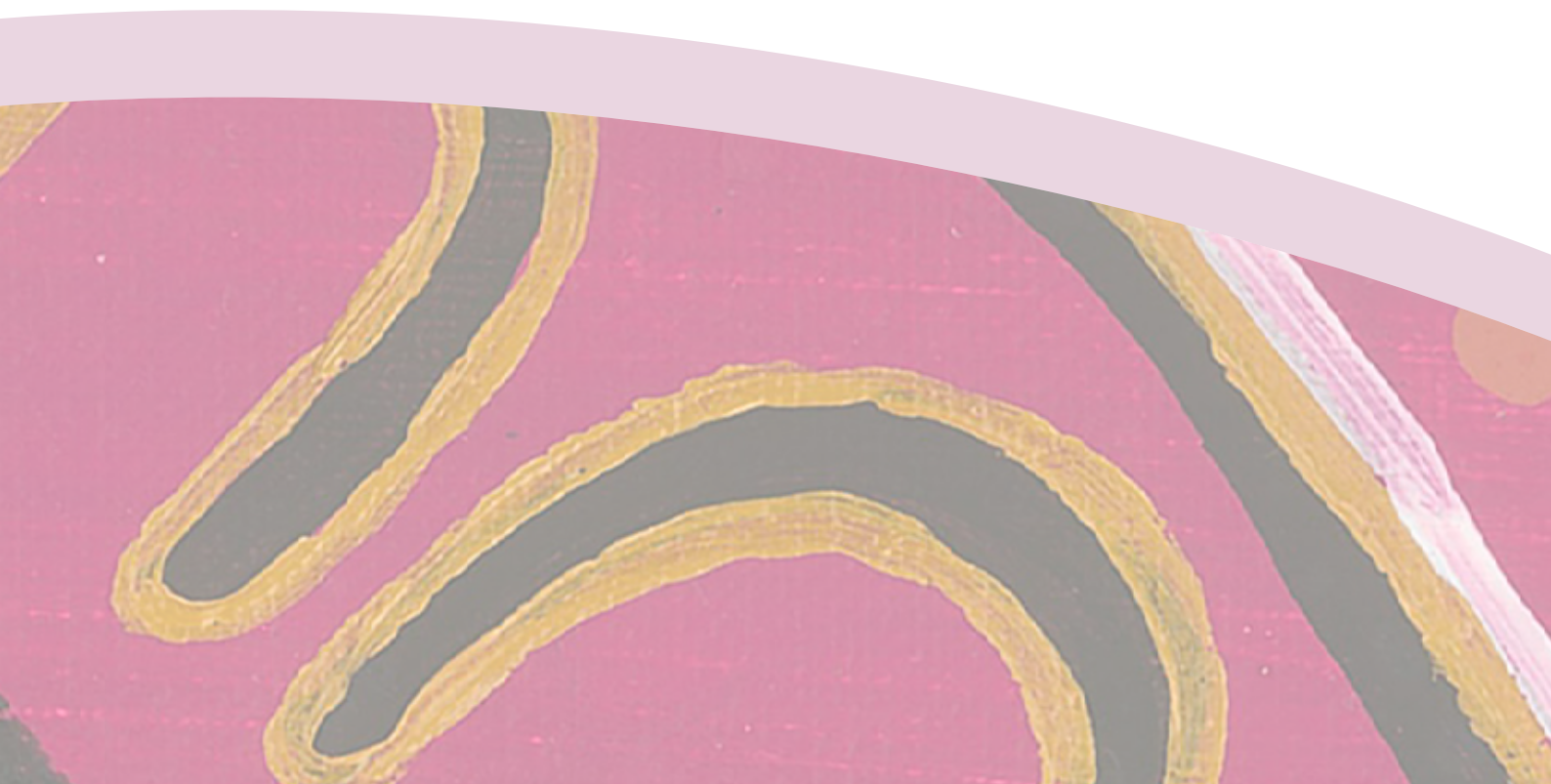
6 Use evidence to drive decision-making at all levels of the system

Together we will:

- promote and use student voice in school decision-making
- use systemic and school based data to monitor and track student progress and achievement across all year levels
- make decisions based on evidence and in the best interest of students' educational opportunities
- establish the WA Student Council to provide direct input regarding issues that impact students.

Support for schools will:

- continue to co-design appropriate metrics to capture our success in enabling Aboriginal students to succeed as Aboriginal people
- provide a set of senior secondary outcome measures focused on student progress, achievement, and completion
- provide advice to schools on the measurement of student wellbeing.





About the Artist:

My name is Rosie Paine and I am a Yilka woman from Cosmo Newberry, an Aboriginal community in the north eastern Goldfields of Western Australia. Through my mother I am a proud Noongar/Yamatji woman and through my father I am a proud Wongutha/Ngaanyatjarra woman.

Explore the story behind the artwork:
education.wa.edu.au/artwork

About the artwork:

Foundational skills – supporting the development of all students throughout their entire education and beyond.

The 'U' shapes represent the students. The progression from the smaller 'U' shapes to the larger 'U' shapes represent the development of growth of the students. The archways of lines and dots on top of and under the 'U' shapes represent the multilayered and holistic support we provide.