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**DIRECTIONS FOR SCHOOLS**

# FOCUS 2016

AN INITIATIVE OF THE DIRECTOR GENERAL'S CLASSROOM  
FIRST STRATEGY



Department of  
Education



# FROM THE DIRECTOR GENERAL

Focus 2016 reflects the four priority areas of our new strategic plan, High Performance – High Care: Strategic Plan for WA Public Schools 2016–2019.

These areas are:

- Success for all students
- High quality teaching
- Effective leadership
- Strong governance and support.

The directions set for schools, Statewide Services, Institute for Professional Learning, regions and central office for 2016 begin the journey of progression for the first of the four years of our strategic plan.

The directions signal the work we need to pursue to embed a culture of high performance and high care across our organisation – for our students and for our staff.

The directions also build on the enormous achievements we have made over the last four years – and before that – in empowering school communities and delivering an even better education for the students in our schools.

As in previous years, I encourage all staff to use Focus 2016, along with the strategic plan, to guide and refine their planning for 2016 and beyond.

I encourage school communities to also be involved, and work with their school staff to support and enhance the contribution of public schools in Western Australia.



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Front cover photo:  
Ana Nail, Geographe Primary School  
2014 WA Premier's Primary Teacher of the Year

**PRIORITY 1:**  
**Success for all students**

**PRIORITY 2:**  
**High quality teaching**

**PRIORITY 3:**  
**Effective leadership**

**PRIORITY 4:**  
**Strong governance and support**

# SUCCESS FOR ALL STUDENTS

**High expectations of success for every student in every school.**

## Schools

- Define as a staff what student progress is expected over a school year in each learning area of phase 1 of the Western Australian Curriculum.
- Emphasise instruction in science, technology, engineering and mathematics (STEM).
- Emphasise instruction in synthetic phonics in the early years.
- Target age-appropriate classroom instruction to strengthen student performance in writing.
- Promote the explicit teaching of information technology across the curriculum.
- Increase university aspirations for students based on achievement information, especially in low socioeconomic status and regional areas.
- Establish targets to improve the proportion of students with more than 90% attendance.
- Use information, including ABE data in Reporting to Parents, to monitor whole-school plans for positive student behaviour.
- Self-assess against the National Quality Standard in the early years.
- Develop opportunities for student leadership roles together with activities to show care and respect to others.

## Statewide Services and regions

- Create career development resources that build aspirations of students and their families.
- Develop an attendance toolkit with practical community, family and classroom strategies.
- Establish new engagement centres and the new learning academy to expand access to behaviour and engagement services.
- Work with other agencies to explore more school-based delivery of mental health related services for students.

## Central

- Implement the comprehensive early years' strategy including KindiLink, Child and Parent Centres, National Quality Standard and associated performance and monitoring framework.
- Further develop e-learning services and access to Connect to support teachers and provide other modes of learning.
- Further develop the SEN reporting tool to assist schools to monitor the achievement of students with disability.
- Undertake comprehensive analysis of gifted and talented student results and programs.



# HIGH QUALITY TEACHING

**A renewed and relentless focus on the best possible teaching practices.**

## Schools

- Focus on analytical teaching practices featuring diagnosis of the impact of teaching, including feedback from students and other staff.
- Increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequences, and classroom observation.
- Develop further expertise in education assistants and Aboriginal and Islander education officers to support student learning more directly.
- Further develop caring classroom climates and student support services focused on wellbeing.
- Prepare for full implementation of the Western Australian Curriculum humanities and social sciences, and health and physical education for Semester 1, 2017.

## Statewide Services and regions

- Support teachers of students with disability by identifying some education support schools as teacher development schools.
- Develop professional learning and resources in writing skills and mathematics proficiency strands.
- Consider models of service provision to further support students with autism.
- Implement professional learning that supports the EAL/D Progress Map as a planning, monitoring and assessment tool.

## Central

- Improve access to collaborative online teaching tools to facilitate more anywhere-anytime engagement of students, teachers and parents.
- Offer National Quality Standard verification to schools.
- Offer professional learning for casual and temporary teachers to maintain contemporary skills.
- Commence planning for implementation of the new languages curriculum.

## EFFECTIVE LEADERSHIP

**Strong and empowering leadership in every school and across the whole system.**

### Schools

- Lead a culture of analysis in which staff routinely diagnose the impact of their teaching.
- Use available authority and flexibility to shape distinctive school approaches to improving classroom practices.
- Plan to specifically support student and staff wellbeing and positive health.
- Use national teacher standards for self-reflection, performance management and classroom observation.
- Prepare for the introduction of online testing by ensuring adequate student, teacher and technical capability.
- Begin whole-school self-reflection against the new Aboriginal Cultural Standards Framework.

### Institute for Professional Learning and regions

- Provide leadership development related to reform areas for principals of schools that are not Independent Public Schools.
- Support emerging school leaders by seeking out development opportunities for interested candidates.

### Central

- Provide opportunities for principals and communities to discuss future participation in the Independent Public Schools initiative.
- Develop innovative leadership programs for principals of Independent Public Schools to better use increased authority and flexibility to address teacher quality in classrooms.
- Develop a comprehensive leadership strategy that delivers on the empowerment agenda and reflects best practice.
- Establish an expert team to support school leaders undertaking processes related to sub-standard staff performance.
- Develop a new, elective collegial review program to strengthen school self-assessment capability and identify improvement opportunities.

## STRONG GOVERNANCE AND SUPPORT

**A capable and responsive organisation for now and into the future.**

### Schools

- Ensure compliance with the Delivery and Performance Agreement and the Funding Agreement for Schools.
- Implement protective behaviours instruction across all phases of schooling as a key risk management strategy.
- Implement sound student enrolment projection and census processes to inform planning and funding decisions.
- Improve on site induction processes for new staff.

### Statewide Services, Institute for Professional Learning and regions

- Publish information about services available through Statewide Services for teachers and students.
- Clarify the expectation of networks to support school improvement and stronger collaboration between schools.
- Provide training to school boards in principal selection, budget setting and monitoring, and school community consultation.

### Central

- Commence development of a cyclic school review program for schools that are not Independent Public Schools.
- Integrate residential colleges into the Department and consolidate relationships with their local secondary schools to further strengthen regional schooling.
- Explore delivery modes for vocational education and training to strengthen available opportunities.
- Finalise a per student price for vocational education and training in the funding model.
- Consult on practical ways to streamline the individual student disability allocation in the funding model.
- Develop appropriate accountability requirements for targeted initiatives funding to schools.

