



Department of
Education

Shaping the future

Focus 2025



Acknowledgement of Country

We acknowledge and respect the Traditional Custodians of the lands, seas, skies and waterways where we are privileged to live and work.

We acknowledge Elders past and present, who generously share their knowledge and wisdom and continue to nurture Country, share culture, and strengthen communities. We acknowledge the strengths and cultural identities that Aboriginal and Torres Strait Islander students bring to their classrooms and strive to build a culturally responsive system that supports them as they walk in the footsteps of their ancestors.

We acknowledge and value Aboriginal and Torres Strait Islander people we connect with; we commit to building a brighter future together, enriched by their oral histories, stories, lived experiences and living cultures.

This report uses the term 'Aboriginal' to respectfully refer to Aboriginal and Torres Strait Islander people.

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Message from the Director General

Every student in Western Australia deserves access to a high-quality education that equips them for success in an increasingly complex world.

To ensure we honour this commitment, we must continuously refine our strategies and support systems to be responsive to the evolving nature of our education landscape.

Focus 2025 reaffirms our dedication to helping every student reach their full potential. Focus outlines the support we will provide to schools to achieve this goal.

In September 2024, the signing of the Better and Fairer Schools Agreement between the Australian and Western Australian Governments was a landmark moment for public education. By 2026, the Western Australian public school system will be fully and fairly funded at 100 percent of the Schooling Resource Standard.

The additional Australian Government funding is tied to reforms that complement our strategic priorities, enabling us to further support evidence-based teaching, identify early those students who need additional help and implement targeted support for students in need, as well as enhance wellbeing initiatives. It will also help us in our drive to reduce teacher workload, support professional learning, and fund pathways into the teaching profession, with a focus on Aboriginal and Torres Strait Islander people, individuals with disabilities, and those from diverse cultural backgrounds.

This Agreement provides an opportunity to further invest in and advance what we know is good for students and teachers.

Excellence in teaching remains crucial to student success. The Quality Teaching Strategy (QTS) continues to guide our approach, ensuring that every student benefits from high-impact teaching. Focus 2025 will further embed and expand the QTS, supported by initiatives such as Teaching for Impact, the School Culture Survey, and the Leading Cultures of Teaching Excellence program. I encourage you to integrate these supports into your planning for the next school year.

We know that quality teaching and student wellbeing are interdependent. We are committed to creating safe, supportive, and inclusive learning environments. Students who feel secure and supported are more engaged and achieve better outcomes. We will enhance student care and wellbeing through streamlined policies and practical resources, guided by the Student Wellbeing and Care: Future Directions framework.

Improving outcomes for Aboriginal students remains a top priority. Together, we must create culturally safe learning environments that honour Aboriginal knowledges and perspectives. The Aboriginal Advisory Body will continue to guide our efforts to strengthen Aboriginal student achievement. We will expand the Ngaparrtji Ngaparrtji – Two-way Learning Program to improve student retention, achievement, and foster successful pathways for Aboriginal students.

Shaping a successful future for our students begins with our youngest learners. Early childhood education remains a significant focus and continuing priority. We are committed to providing meaningful learning opportunities, from a child's very first day of school, through the delivery of child-centred, evidence-based approaches.

While in its final year, our guiding *Building on Strength* Strategic Directions document will remain key to our efforts in 2025 while we begin work on a new Strategic Plan for the Department. These directions focus on teaching, learning, leadership, and school culture, shaping our priorities and decisions to provide the best education for our students.

Focus 2025 aims to build on our successes and provides an opportunity to maintain momentum and embed the great work that has progressed as part of our strategic directions. I trust it will be a valuable tool in setting your agenda, and I encourage you to use it alongside *Building on Strength* to guide your strategies and actions for the coming year.

Jay Peckitt
Director General, Education



1

Provide every student with a pathway to a successful future

Together we will:

- maintain a focus on ensuring all students are achieving year-on-year progress
- create shared understanding of how school staff can best contribute to the mental health and wellbeing of students, as described in Student Wellbeing and Care: Future Directions
- build the cultural safety of schools for Aboriginal students
- embed the use of new secondary metrics to improve student retention and achievement
- increase our understanding of inclusion to better support students with disability and/or complex learning needs
- examine how we can expand opportunities for regional students
- consider the learnings from the Pathways to Post-School Success review
- continue to embed the Early Years Learning Framework V2.0, WA Kindergarten Curriculum Guidelines and National Quality Standard
- support learners to make the best start with access to high quality evidence-based learning opportunities in the early years.

Support for schools will:

- simplify and align policies that relate to student care and wellbeing
- provide easy to access resources to support the implementation of Student Wellbeing and Care: Future Directions including templates and advice on case management and documented plans
- expand Ngaparrtji Ngaparrtji – Two-way Learning Program
- deliver pathway planning tools aligned with the new secondary metrics
- trial a functional need assessment for students with disability.

2

Strengthen support for teaching and learning excellence in every classroom

Together we will:

- further embed the core elements of the Quality Teaching Strategy
- continue to implement workload reduction initiatives that enable a focus on teaching and learning
- continue to scale effective whole-school approaches to teaching across groups and networks of schools
- provide a contemporary schools information system
- utilise the expertise of level 3 classroom teachers in disability, curriculum, and classroom management as part of the Level 3.3 Classroom Teacher Trial.

Support for schools will:

- prioritise and align system support for schools with identified need
- clarify requirements for reporting to parents
- continue to support classroom practice through Teaching for Impact resources and professional learning
- introduce Small Group Tuition for students in targeted Western Australian public schools most in need
- expand the complex behaviour support coordinator initiative
- incentivise level 3 classroom teachers to work in schools that most need their skills.

3

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

Together we will:

- maintain the focus on attracting and retaining a capable and committed workforce
- continue to recruit at a local and international level
- find ways to increase our regional workforce
- recognise and engage the strength and knowledge of our Aboriginal staff
- lead workplaces with strong safety cultures
- amplify the professional learning and development of allied professionals in schools and those who support schools
- work with government to review regional entitlements.

Support for schools will:

- increase the opportunities for permanent metropolitan teachers and leaders to be seconded to regional schools
- provide additional time for newly appointed staff to complete required online training
- implement a district allowance for regional teachers and school leaders
- support all leaders and site managers to be trained in Work Health and Safety requirements
- provide targeted training for allied professionals and those in regionals and central services
- continue to support and build on the success of the Aboriginal languages teacher training program, including the development of resources in additional languages
- develop and deliver culturally appropriate learning modules, including training, to support the development of Aboriginal employees in public schools, including Aboriginal and Torres Strait Islander education officers.

4

Support school autonomy within a unified school system

Together we will:

- find the balance and benefits from a connected and empowered system of public schools
- find ways to streamline the attraction and recruitment of staff
- prioritise the focus of school networks on student attendance, quality teaching and staff development
- explore opportunities of increased system support
- make safety of staff and students a priority and ensure every school and worksite is a child safe organisation
- seek to understand how to better support some schools to manage their budget.

Support for schools will:

- prioritise ways of working that reduce workload and continue to identify further opportunities
- prioritise recruitment support for those schools with the greatest identified need
- promote the role of school health and safety representatives
- seek to reduce the recruitment and selection workload on schools.

5

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

Together we will:

- work together so more students attend school more often
- make it easier for schools to partner with Aboriginal Controlled Community Organisations (ACCOs)
- refresh the Aboriginal Cultural Standards Framework
- learn more about families and community's expectations of schools from the review of the Education Act consultation process
- prepare for trials in 2026 of full service school models.

Support for schools will:

- clarify expectations for families and advocates on the role and functions of documented plans
- establish a panel of quality assured providers for mental health and wellbeing supports
- make it easier for schools to plan and deliver extended services in their local school communities.

6

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

Together we will:

- use the AEDC results to plan for the strengths and needs of children in school communities
- give young people a voice and role in approaches to current issues affecting youth
- seek to understand and learn from those schools that have had sustained student achievement and progress
- align Aboriginal student achievement data and information gathered from working with Aboriginal people to support informed decision making and better planning
- review and consider the impact of new initiatives.

Support for schools will:

- provide a schools survey tool
- provide data and information to assist school and regional planning that contributes to Closing the Gap outcomes
- explore methods and tools for parents and communities to raise and report concerns.