OUR OBJECTIVES

The NSW Department of Education and Training provides an integrated education and training system to meet the life-long learning needs of the people of NSW. Our efforts are focused on:

1. Achieving excellence in education and training outcomes for all students.
2. Providing students with the foundations.
3. Improving the quality of teaching and learning.
4. Improving transitions through schools to work and further education.
5. Providing the skills and values for innovation, growth, prosperity and social cohesion.
6. Delivering a dynamic and responsive system of public education and training.

OUR PRIORITY OUTCOMES

- Better literacy and numeracy outcomes for all students
- Increased completion of Year 12 or its vocational equivalent
- Improved VET and employment outcomes
- Closing the achievement gap for Aboriginal students
- High quality teaching and professional standards
- Improved teacher recruitment, retention and re-training
- Reduced class sizes in Kindergarten to Year 2
- Higher levels of safety and security for staff and students
- Improved technology-based learning and infrastructure
- Higher quality learning environments
- Improved delivery of our services
THE STRATEGIES WE WILL FOCUS ON

Each of our objectives is supported by strategies which focus our efforts and resources on helping each student to achieve their personal best.

1 Achieving excellence in education and training outcomes for all students

- Maintaining a culture of high expectations for all students in every school, TAFE College and every service we provide.
- Personalising the learning experience to help all students meet our high expectations.
- Concentrating our efforts on reducing the gap in educational performance between Aboriginal and non-Aboriginal students in our schools and TAFE Institutes.
- Providing additional support to students from disadvantaged backgrounds, students from non-English speaking backgrounds, students with special needs and students living in rural and remote communities.
- Increasing vocational education and training opportunities to improve employment outcomes for Aboriginal people, people with a disability, women and mature-age workers, including those re-entering the workforce and people living in rural and regional NSW.

2 Providing students with the foundations

- Reducing class sizes in Kindergarten to Year 2.
- Continuing to implement strategies that improve literacy and numeracy outcomes for students at all levels of achievement.
- Implementing new and innovative teaching and learning strategies that develop the skills, abilities and talents of our students and provide the foundations for lifelong learning and future success.
- Improving technology-based learning and infrastructure.
- Providing high quality learning environments that enable students and staff to work effectively.
- Expanding the number of pre-schools and preschool services in disadvantaged communities to encourage and promote the value of early learning.

3 Improving the quality of teaching and learning

- Implementing professional standards and teacher accreditation processes to enhance the quality and status of teachers and the teaching profession.
- Supporting the professionalism of teachers through the ongoing assessment and evaluation of teaching and learning in our schools and TAFE Institutes.
- Improving access to professional development opportunities for teachers and staff in our schools and TAFE colleges.
- Improving teacher recruitment, retraining and retention and meeting the demand for casual teachers in our schools.

4 Improving transitions through schools to work and further education

- Improving retention in schools to provide young people with the basic skills and experiences needed to make successful transitions from school to vocational education and training, higher education and employment.
- Providing linkages and transition programs to support students at critical transition points such as entering Kindergarten and moving from primary to secondary school.
- Improving access to and successful completion of VET in Schools programs for young people at risk of leaving school early.
- Increasing articulation and credit transfer arrangements between schools, TAFE Institutes, Adult and Community Education and universities.

5 Providing the skills and values for innovation, growth, prosperity and social cohesion

- Positioning the NSW economy for growth fuelled by innovation, particularly by delivering high quality, nationally recognised vocational education and training programs and services that meet the current and future skill needs of individuals, local communities and employers.
- Emphasising the values in our schools and our curriculum to support a socially cohesive society.
- Developing and encouraging innovative approaches to education and training based on high quality research and evaluation.
- Implementing rigorous course accreditation and
provider registration processes to ensure that only vocational education and training programs and services of the highest quality and standard are delivered in NSW.

- Increasing the number of Apprenticeship and Traineeship commencements, particularly in industry areas experiencing skill shortages, new industries and areas where future growth in demand is anticipated.
- Increasing the number of Apprenticeships and Traineeships for women, people with a disability, Aboriginal people and people living in rural and regional NSW.

6 Delivering a dynamic and responsive system of public education and training

- Building a strong, vibrant and progressive system of Public Education to increase community confidence in our schools.
- Maximising the impact of the Department’s resources by streamlining central, regional and corporate services to reduce administrative overheads.
- Implementing a shared Corporate Services Strategy to support the needs of schools and TAFE.
- Ensuring compliance with occupational health and safety requirements.
- Driving the integration of schools and TAFE to remove barriers and duplication, streamline education and training services and achieve cost savings.

OUR CORPORATE PERFORMANCE INDICATORS

We will monitor and report on our success in achieving our corporate goals and objectives against a comprehensive set of management-level performance indicators in our Annual Report. The key corporate indicators of our success will include:

1. Average class sizes in Kindergarten to Year 2.
2. The percentage of all students achieving at or above the expected standard in literacy and numeracy at Years 3, 5 and 7.
3. The percentage of students achieving at or above the expected standard in the Computer Skills Assessment at Years 6 and 10.
4. The percentage of students staying on to complete Year 12 or its vocational equivalent.
5. The percentage of Year 11 and 12 students participating in and successfully completing VET in Schools programs.
6. The number of apprentices and trainees commencing, participating in and completing their training.
7. The number of students participating in and completing VET qualifications at higher AQF levels.
8. The average rate of completion of VET modules and the number of module enrolments and completions.
9. The percentage of students employed in the year following completion of a VET course or module.
10. The proportion of the NSW population aged 15-19 years and 15-64 years participating in education and training and the proportion with post-school qualifications.

The outcomes for specific groups will be monitored against these measures to ensure that our system of education and training is achieving equitable outcomes for all students.

In particular, we will measure our success in reducing the gap in educational performance between Aboriginal and non-Aboriginal students in our schools and TAFE Institutes.