Focus 2012
Directions for schools

An initiative of the Director General’s Classroom First Strategy
From the Director General

Focus 2012 sets out the system priorities for schools in 2012 and the expectations of central and regional staff to support them.

Classroom First commits the whole Department to help make:

- every student a successful student
- every teacher an effective teacher
- every school a good school.

Delivering on each of the five priorities in Focus 2012 will advance these three major platforms.

Taking action in the priority areas of literacy and numeracy standards; student behaviour, attendance and wellbeing; and early childhood education will contribute to making sure every student is successful. Each of these priorities has specific actions to improve outcomes for Aboriginal students.

Addressing the priority of supporting our teachers and school leaders will help every teacher to be effective.

Enabling greater school autonomy, flexibility and innovation will contribute to making every school a good school.

Each school will need to determine how the priorities can best be advanced in their particular context.

I trust that Focus 2012 will support your efforts in delivering an excellent public education to your students.

Sharyn O’Neill
Director General

Raising standards in literacy and numeracy

Schools

- Use student achievement data to plan a personalised approach to each individual’s learning, especially for students at risk of falling below NAPLAN National Minimum Standards.
- Focus on essential literacy and numeracy skills, and strengthen the teaching of phonics, grammar, reading comprehension and number skills.

Regions, networks and Statewide Services

- Help principals develop and implement whole-school approaches to literacy and numeracy.
- Help principals work together to analyse data, set targets for improvement and match interventions to identified student needs.
- Develop strategies to close the gap between the achievements of Aboriginal and non-Aboriginal students.

Central

- Provide system-level achievement targets and advice for schools on evidence-based approaches to teaching and learning.
- Provide online teaching, professional development and communication tools and resources for teachers.
Improving student behaviour, attendance and wellbeing

**Schools**
- Implement a school behaviour policy including a code of conduct and strategies for prevention and intervention.
- Provide support for teachers in classroom management skills and the management of students with disruptive behaviours.
- Continue to implement the *Better attendance: Brighter futures* strategy to improve attendance, particularly that of Aboriginal students.

**Regions, networks and Statewide Services**
- Help principals work with school communities to implement whole-school approaches to behaviour, attendance and student wellbeing.
- Help principals analyse school behaviour and attendance data, set targets for improvement, and evaluate effectiveness of programs and interventions.

**Central**
- Provide alternative offsite programs for students with significant behaviour and attendance issues.
- Recruit additional school psychologists.

Supporting teachers and school leaders

**Schools**
- Use online resources, including exemplars, for planning, teaching and assessment.
- Share teachers’ expertise and advice within schools and across networks to improve classroom practice.
- Share the expertise of school staff to meet the diverse learning needs of students, including Aboriginal students.
- Familiarise staff with the requirements of the K–10 Australian Curriculum for English, history, mathematics and science.

**Regions, networks and Statewide Services**
- Respond to school needs for support in relation to the Australian Curriculum.
- Facilitate collaborative practices within networks of schools.
- Help principals maximise use of resources within school networks.

**Central**
- Collaborate with other education sectors on support for implementing the Australian Curriculum.
- Support leadership development and professional learning through the Institute for Professional Learning.
- Implement strategies to recruit and retain leaders and teachers in regional and remote schools.
- Base support services predominantly in schools or networks of schools.
- Ensure teachers are supported through Teacher Development Schools.
Strengthening early childhood education

Schools
- Administer on-entry assessment and use student results, along with ongoing assessment, to inform learning programs.
- Incorporate Kindergarten, Pre-primary, Year 1 and Year 2 into whole-school approaches with a focus on skills and understandings that are known to predict future literacy and numeracy success.
- Implement increased Kindergarten provision from 11 to 15 hours a week in schools in the South Metropolitan, Southwest and Wheatbelt Education Regions.
- Support families of young Aboriginal children entering school to increase attendance and participation.

Regions, networks and Statewide Services
- Help schools use data to inform the development of learning programs in the early years to meet the needs of their students.
- Help schools network with other schools to improve children’s development and learning in Kindergarten, Pre-primary, Year 1 and Year 2.

Central
- Oversee implementation of increased Kindergarten provision from 11 to 15 hours a week in schools in the South Metropolitan, Southwest and Wheatbelt Education Regions.
- Support stronger integration of services for children and parents on identified school sites.
- Support implementation by schools of the on-entry assessment.
- Support implementation of the National Quality Agenda for Early Childhood Education and Care.

Enabling greater school autonomy, flexibility and innovation

Schools
- Collaborate with other schools to enhance education programs offered to students.
- Use the increased flexibility provided to generate innovative education approaches to address local needs.
- Make good use of performance information to meet the accountability requirements accompanying increased flexibility.

Regions, networks and Statewide Services
- Help schools develop innovative solutions to the challenges they face.
- Help schools deliver reforms required under the COAG National Partnership Agreements.

Central
- Enable all schools to operate with greater flexibility within existing legislation and industrial agreements.
- Foster a greater diversity of schools within a State plan for the delivery of schooling.
- Establish Aboriginal Network Schools to enable more innovative approaches to improving outcomes for Aboriginal students.
- Develop new business processes to enable further expansion of the Independent Public Schools initiative.
- Develop school accountability processes to match increased school autonomy.

W: det.wa.edu.au/classroomfirst