



Department of
Education

Our plan for public education in Western Australia

Learning changes lives



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

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From the Minister for Education

From the city to the country, from the Kimberley to the Great Southern – and everywhere in between – Western Australia’s great public schools are the heart of our communities. Every day they welcome more than 330,000 students, no matter where they live or what their background is.

Our school leaders, teachers and staff deliver exceptional outcomes every day. They help students feel understood, included and ready to learn, and give young people genuine opportunities to develop the skills and knowledge they need to achieve their potential.

We know students thrive when they feel cared for and connected at school, when parents are genuine partners in their child’s learning and when our education workforce is supported to do their best work.

As a former teacher of 27 years, I personally know how the magic inside a classroom can set a student on the path towards their own bright future.



I believe every young Western Australian deserves that opportunity, and so this strategic plan is both practical and ambitious in our path towards an even stronger public education system – one that believes in excellence, in fairness and in opportunities for every learner.

At the centre of our successful public education system are our schools and workforce. In a rapidly changing world, the work of our principals, teachers and school staff has never been more challenging – or more important.

It is my hope that this strategic plan is used in a practical way in every school, classroom and work site, to reflect on and celebrate what is already being done to achieve our shared priorities.

It is my ambition that this five-year plan sets a clear direction for all of us, in classrooms, schools, and regional and central offices – so that we remain focused, connected and committed to our priorities.

I thank you for your work.

Hon Sabine Winton MLA
Minister for Education

May 2026

From the Director General

I am incredibly proud of our public schools and the people who dedicate themselves every day to supporting our students in every corner of our vast state.

Public education has the power to change lives. It provides an opportunity for every student to leave school knowing what they are good at and to realise their aspirations. I know this to be true as a proud graduate of public primary and secondary schools here in Western Australia and I am reminded of it every time I visit one of our incredible public schools.

In 2025, I released *Aspirations for all* – a statement of the beliefs and convictions that guide our public school system into the future. It also acknowledged that the challenges and opportunities facing our system are changing – in the diversity and complexity of student needs, in what families expect of schools and in what our state’s future will require of young people.

This plan sets out the priorities and actions we will take together to respond to our changing environment and to make our system of public schools even stronger. It is founded on a belief that educational excellence and fairness come from creating the right conditions for learning in every school, where we hold high expectations for our students throughout every stage of their learning.



At the heart of creating the right conditions for learning are our people. We know that for our students to be happy, safe and successful, we need to value, support and grow our people in public education – teachers, school leaders and support staff, and those in the regions and central services. This plan is our deliberate commitment to doing that across every part of our system, and it is a plan for everyone in public education, because each of us has a role to play in bringing it to life.

Thank you to everyone who has lent their time and expertise to the development of this strategic plan. It was shaped through extensive consultation, where we listened to stakeholders across public education. Your contribution made it stronger, and your commitment to public education is reflected throughout.

I look forward to working alongside each of you as we build an even stronger public education system for Western Australia.

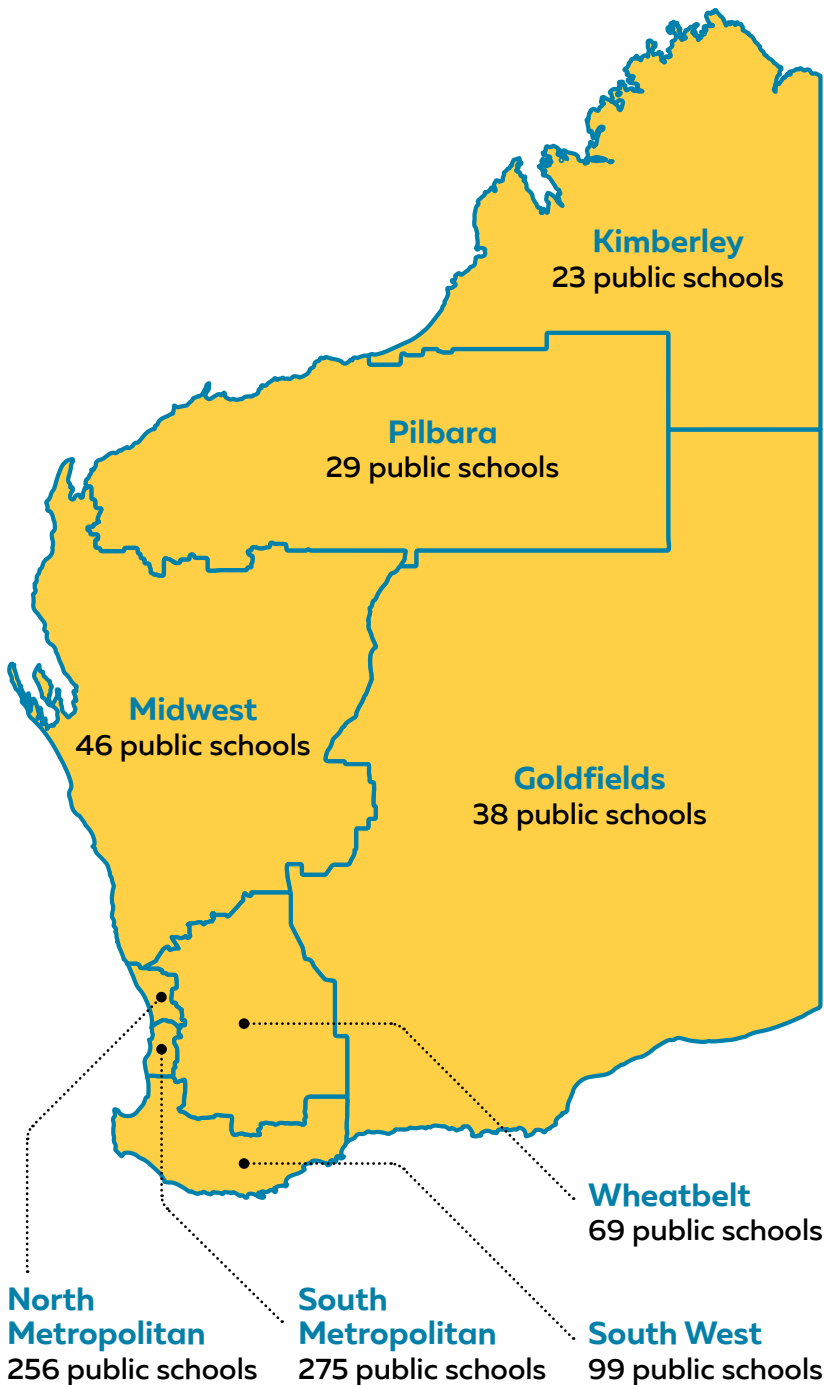
Jay Peckitt
Director General

May 2026

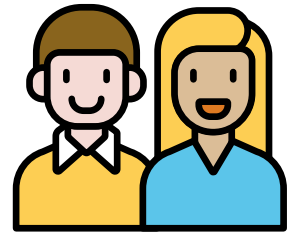
Public education in Western Australia

Our public education system is one of the largest and most geographically diverse in the world.

Across Western Australia, more than 330,000 students learn in 835 public schools in 8 education regions, supported by dedicated teachers, school leaders and staff whose care, professionalism and commitment to learning change lives, every day.



26,000
Teachers



15,500
Support staff



2,900
Cleaners and gardeners



2,600
Administrative
and clerical staff

Number of schools as of May 2026.
Staff numbers are approximate
full-time equivalents as of May 2026.

**Our public education system
is one of the largest and most
geographically diverse in the world.**



Learning changes lives

It builds confidence, sparks curiosity and creates opportunity. It helps us make sense of the world and our place within it and what we might become.

In Western Australian public schools, this learning happens every day. Our teachers and school leaders hold high expectations for their students while providing the care they need to thrive in their learning. They know their students, adapt their practice, and bring learning to life in ways that are meaningful and engaging. Above all, they help young people develop the resilience and capability they need to keep learning and succeed beyond the classroom.

Public schools in Western Australia are places for everyone, where every learner is welcomed, valued and supported to excel in their learning. Our purpose is to embed excellence and fairness at the heart of public education to set students up for a successful future. In setting out 5 clear priorities and the actions we will undertake, this strategic plan outlines how we will work towards our purpose over the next 5 years. It is ambitious and practical – focused on strengthening what already works, addressing what needs to change, and creating the conditions for students and schools to succeed.

Creating these conditions for success is a shared responsibility. Our teachers and school staff create classrooms where students feel safe, challenged and inspired. Our school leaders build cultures of trust and excellence, supporting professional learning and continuous improvement. They support quality teaching and strengthen connections with families and communities. Our system leaders, through central and regional services, provide clear direction and practical support – ensuring schools can focus on what matters most: learning and wellbeing.

Many of the actions in this plan represent significant bodies of work: backing our workforce, strengthening inclusion and support for students with disability, embedding cultural responsiveness across the system, and improving student wellbeing. These actions will be coordinated in stages over the coming years, building on what is already working, while minimising workload for schools.

This plan also recognises that teaching is our most powerful lever for improving all student outcomes. It affirms our commitment to supporting our people to be their best and unlock the potential of every student.

The direction in this plan has been shaped by the people who know our system best. We spoke with school leaders, teachers and staff, and met with unions, professional associations, parent peak bodies, the WA Student Council and the Aboriginal Advisory Body. The priorities and actions in this plan reflect what we heard from the voices in public education.

We will also be transparent and accountable about our progress against this plan. We have outlined how we will measure success to tell a story about the progress of our public education system over the life of the plan.

Public education in Western Australia is something to be proud of – a system shaped by dedicated people and a shared belief that learning changes lives.



Our strategic priorities and goals

Our 5 strategic priorities have clear goals that underpin a shared sense of what success looks like in our public education system.

Success for students through every stage of schooling

- Students develop the literacy, numeracy, personal and social skills they need as the foundation for future learning
- Students feel a sense of belonging and connection to their school community
- Students maintain strong attendance throughout the primary and secondary years
- Students maximise their learning potential, understand their strengths and are prepared for the future



Fair access to quality public schooling

- Schools are inclusive places of learning
- Our system is a culturally responsive place to learn and work
- Attendance, achievement and wellbeing are improving across different cohorts
- Students in regional, rural and remote areas have access to a broader range of senior secondary pathways



Respected, connected and supported staff

- People choose to work in public education, including those from regional, rural and remote areas
- People stay in public education and feel safe, valued and respected
- Our people are supported to grow professionally



Purposeful partnerships with families, communities and government

- Schools have strong relationships with students, families and communities that support learning and wellbeing
- Innovative practice is celebrated and shared across our system
- Our public education system has productive relationships with other government agencies that benefit students



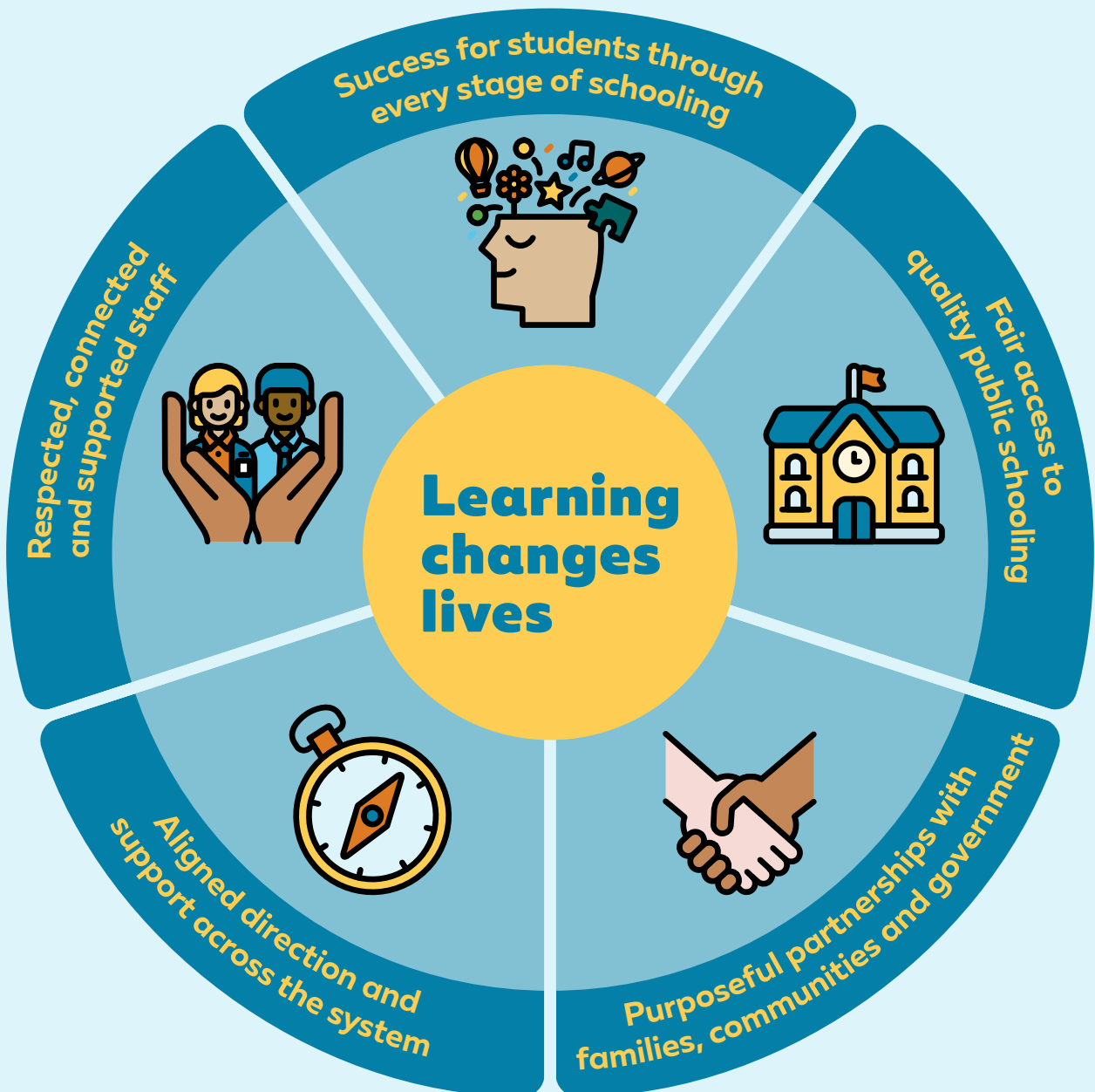
Aligned direction and support across the system

- All levels of the system understand their roles, are supported to perform at their best and demonstrate accountability for creating the conditions for student success
- Schools have access to the physical and digital infrastructure they need to deliver excellence in learning



Our purpose

To embed excellence and fairness at the heart of public education to set students up for a successful future.



Success for students through every stage of schooling

We want our students to leave school knowing what they are good at and confident they can use their strengths to make their way in the world.

From the early years, teachers establish positive relationships that enable students to excel in their learning and build a sense of connection and belonging. They develop curious and resilient young people with the creativity and critical thinking skills needed to navigate the world.

High quality teaching is the single greatest influence we have on the trajectory of every student's life, and school leaders set school-wide cultures of excellence for both students and staff.

We are committed to ensuring students have a strong start, remain on track through their schooling, and leave school with options connected to their strengths and aspirations, and the opportunities of our state's diversifying economy.

We also know the world around our students is changing, and so we will deliver a coordinated and effective approach to student wellbeing to support schools in this growing area of need.



Success for students through every stage of schooling

Our actions

Deliver high quality teaching in every classroom

- Align teaching practices with Teaching for Impact
- Embed schoolwide cultures of teaching excellence
- Broaden the Quality Teaching Strategy, including a focus on positive relationships and wellbeing
- Assist school leaders to focus resourcing decisions on quality teaching and learning, and our strategic priorities

Provide a strong start to school

- Use the Early Years Learning Framework to ensure play-based learning is embedded in all schools
- Build the personal and social-emotional strengths children need to thrive in their learning
- Implement the full-time Kindergarten trial
- Maintain a focus on foundational literacy and numeracy and clarify expectations of schools for assessments in the early years

Strengthen student wellbeing at school

- Implement system-level initiatives that support school leaders and staff to embed whole-school approaches to student wellbeing
- Support schools to build safe, respectful learning environments, with clear guidance on managing student behaviour
- Refocus the School Psychology Service to work with school leaders, teachers and student services teams to design and embed whole-school approaches
- Support schools to implement evidence-based, system-endorsed social and emotional learning programs
- Streamline student wellbeing policies and procedures and broader best-practice guidance for schools

Support students to sustain learning momentum through their schooling

- Provide targeted literacy and numeracy intervention for students who need further help
- Support students at transition points in their schooling
- Use collaborative approaches to lift student attendance
- Work with schools to create and trial more flexible approaches to education delivery

Enhance secondary school pathways

- Provide students with challenging pathways that align with their strengths and aspirations
- Use the secondary metrics to reinforce high expectations for learning
- Partner with tertiary providers and industry to provide pathways that connect to the WA Government's economic priority areas
- Maximise opportunities for students to access the Western Australian Certification of Education (WACE)

Fair access to quality public schooling

We have one of the most diverse student populations in the country. Every student who comes to a public school in our state brings their own strengths, experiences and identity.

That is why we are committed to fostering inclusive environments that support our students to achieve their potential, no matter their postcode. Our teachers, school leaders and staff already do a remarkable job in recognising, celebrating and nurturing the unique strengths of our students.

We will improve how we support students with disability and diverse learning needs, deepen cultural responsiveness and help prepare students for life as active and informed citizens. Alongside this plan, our Regional Education Strategy guides how we support students across our vast state, no matter where they live.



Fair access to quality public schooling

Our actions

Improve education delivery for students with disability and diverse learning needs

- Invest in the capability of our people to support students with disability and diverse learning needs, and establish a disability and inclusion learning hub
- Partner with our students, families, communities and experts to better understand and deliver support for students with disability and diverse learning needs
- Develop and implement a plan for disability reform in education

Embed cultural responsiveness to create the conditions for Aboriginal students to succeed

- Build culturally-responsive leadership in schools, regions and central services
- Grow on-Country learning and other culturally responsive learning approaches
- Expand Aboriginal languages programs
- Embed truth-telling initiatives across our system

Strengthen public education in the regions

- Expand curriculum provision for regional, rural and remote students
- Enhance partnerships with regional stakeholders
- Strengthen regional support for student wellbeing

Cultivate inclusive school environments

- Celebrate the diversity of students, families and staff in and across public education
- Foster intercultural curiosity and competence through the development and delivery of professional learning and classroom resources
- Take a stand against racism and all forms of discrimination

Action key

- For everyone
- Led by central and regional services

Respected, connected and supported staff

Our people are the foundation of everything our public education system stands for. When our people thrive, so do our students.

We are committed to a public education system where people feel valued, supported and able to do their best work. Reducing workload and supporting wellbeing are pivotal to this.

We will celebrate the impact our people make every day, and empower and support them to grow and innovate. We will also focus on attracting great people and building a workforce that reflects the diversity of the communities we serve.

Our system's Strategic Workforce Plan will support the delivery of our actions.



Respected, connected and supported staff

Our actions

Value, respect and retain our people

- Celebrate our people and their contribution to public education
- Reduce workload to enable staff to focus on what will make a difference for students
- Listen to our people to improve their experience and inform system initiatives
- Foster safe, inclusive and supportive workplaces that strengthen staff wellbeing
- Take decisive action against violence, aggression and harassment toward staff
- Improve support for early career teachers and school psychologists

Attract people to public education

- Boost our supply of new teachers and other professionals
- Establish more alternative pathways into careers in public education
- Promote public education as an employer of choice
- Improve recruitment and onboarding processes

Support and develop our people

- Develop a system-level strategy to provide more tailored and effective professional learning, including building leadership capability
- Broaden the focus of the Leadership Institute to support the growth and development of teachers and support staff
- Provide system-level support to make resolving workplace concerns more transparent, efficient and easier to navigate

Build the Aboriginal workforce

- Make everyday workforce practices culturally responsive
- Attract, retain and develop the Aboriginal workforce
- Build on the AIEO Career Pathways Program

Grow and support our regional, rural and remote staff

- Support local community members to become our future workforce
- Strengthen capability, career and employment support for regional, rural and remote staff
- Provide more opportunities that support staff to work in regional, rural and remote areas
- Address barriers to strengthen regional, rural and remote workforce stability

Action key

- For everyone
- Led by central and regional services

Purposeful partnerships with families, communities and government

Our public schools are the heart of our communities. The relationships our schools build with students, families and the organisations around them have always been a defining strength of our system.

Teachers, principals and staff work alongside families, community organisations and partner services who bring valued knowledge and context to support what schools can offer. We know the best outcomes happen when we are connected and coordinated.

We are committed to giving clarity and purpose to how we engage with students, families, government agencies and community providers to support student learning and wellbeing. Purposeful partnerships support our schools to concentrate on their core purpose, confident the broader system around them is also working well for our students.



Purposeful partnerships with families, communities and government

Our actions

Engage with students, families and communities to strengthen student learning and wellbeing

- Value student voice in decision-making
- Complement education delivery in schools with community services, including with Aboriginal Community Controlled Organisations
- Value partnerships with parents and families based on trust, mutual respect and courtesy
- Engage with Aboriginal families and communities to build culturally-responsive school environments
- Develop more targeted system support to resolve complex concerns between schools and families about student education

Trial local innovative ways of working with others to improve student outcomes

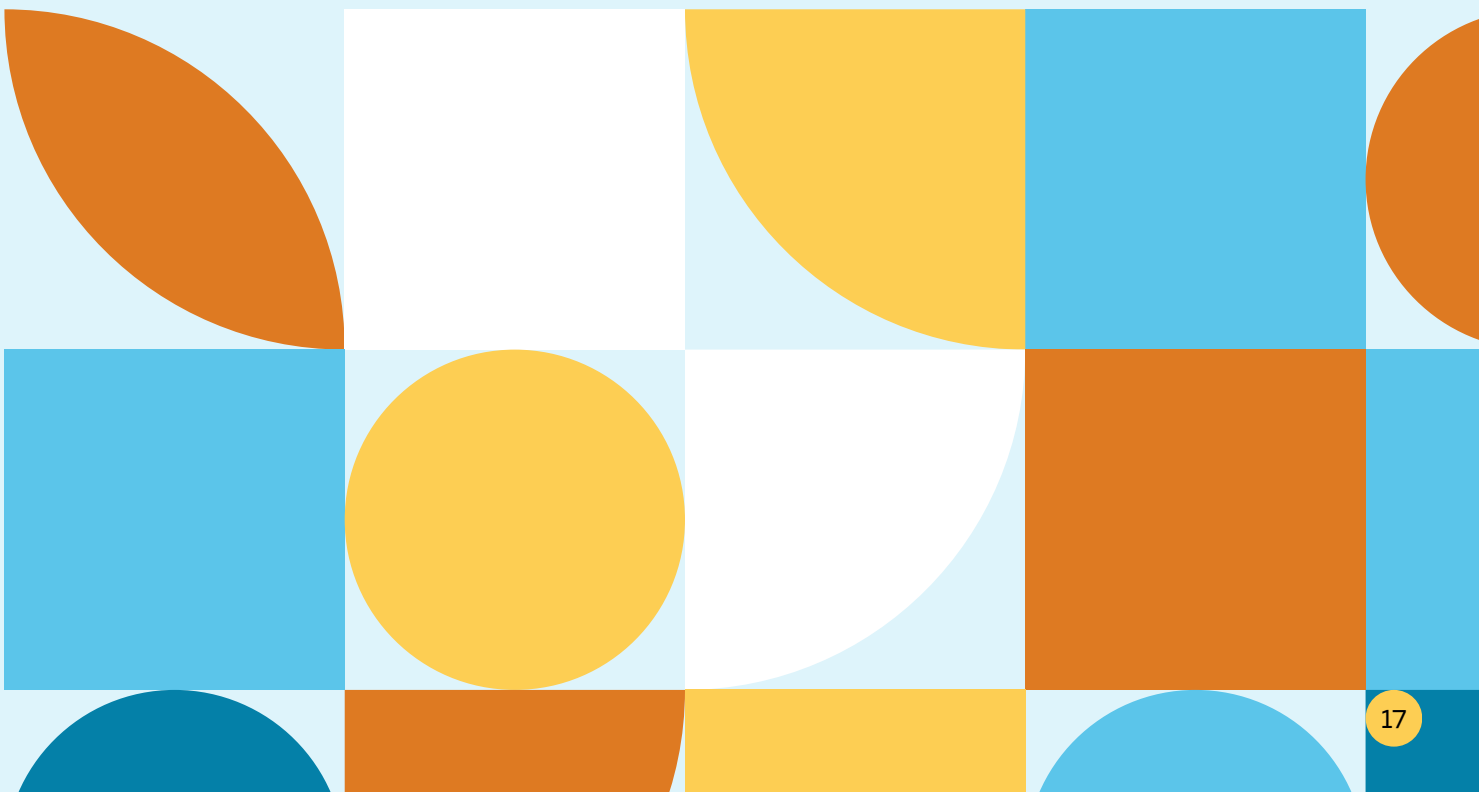
- Deliver and learn from the Connected Community Schools trial
- Partner with schools to support well-designed and innovative place-based approaches for student learning

Enhance partnerships with other government agencies

- Clarify with key partners the roles and responsibilities of the education system
- Partner with human services agencies and providers to better integrate services for students with diverse needs
- Work at a system level with central government agencies on information privacy, AI and cybersecurity

Action key

- For everyone
- Led by central and regional services



Aligned direction and support across the system

Our effectiveness as a public school system relies on connected leadership at both the school and system level.

When both are aligned, we have a coherent system where everyone is moving in the same direction. This helps us respond to the evolving needs of our students and create the right conditions for learning.

We are committed to clarifying roles, trusting our people to do their jobs well and then providing targeted support where it is needed. This will help all of our people – in central and regional services and in schools – to focus on what will make the most difference for our students.



Aligned direction and support across the system

Our actions

Strengthen the support for school improvement and accountability

- Clarify the roles of, and strengthen the interaction between, Public School Review, Principal Professional Review, Collegiate Principals and Directors of Education in our school improvement and accountability model
- Refresh the Aboriginal Cultural Standards Framework and support schools to more deeply embed this in school improvement
- Establish clear expectations for school networks in supporting school improvement

Provide greater system leadership in supporting local decision-making for schools

- Support the sharing of best practice between school leaders, teachers, staff and policy makers to inform the system and help evaluate what works and why
- Give evidence-based direction on system-wide challenges to reduce complexity for schools
- Provide targeted and differentiated system-level support for small and in-need schools

Improve the delivery of system-level support services for schools

- Improve change management so that policies and initiatives are clear to understand and well supported to implement
- Enhance and reshape the way we prioritise system-level services for schools, including opportunities for more localised support
- Improve internal system-level communications with staff

Invest in future-ready digital and physical infrastructure

- Implement Program Kaartdijin to deliver a new online student information system
- Expand generative artificial intelligence solutions and guidance for schools
- Provide system guidance on safe and effective use of digital technologies and data, including the use of screens in the classroom
- Deliver new schools and facilities that meet the contemporary needs of our teachers, staff and students
- Improve our maintenance model and modernise existing schools and facilities

Action key

- For everyone
- Led by central and regional services

Measuring our progress and success

We are committed to measuring the success of this plan and determining where we may need to refocus future efforts.

We are also committed to exploring new ways to monitor and measure student success, including for Aboriginal students and students with disability, and for student wellbeing.

We will work together over the life of this plan to identify and monitor indicators of improvement in our system. They will reflect the commitments we have made at the state and national levels, including our Key Effectiveness Indicators and those detailed in the Better and Fairer Schools Agreement.

The initial focus will be on:

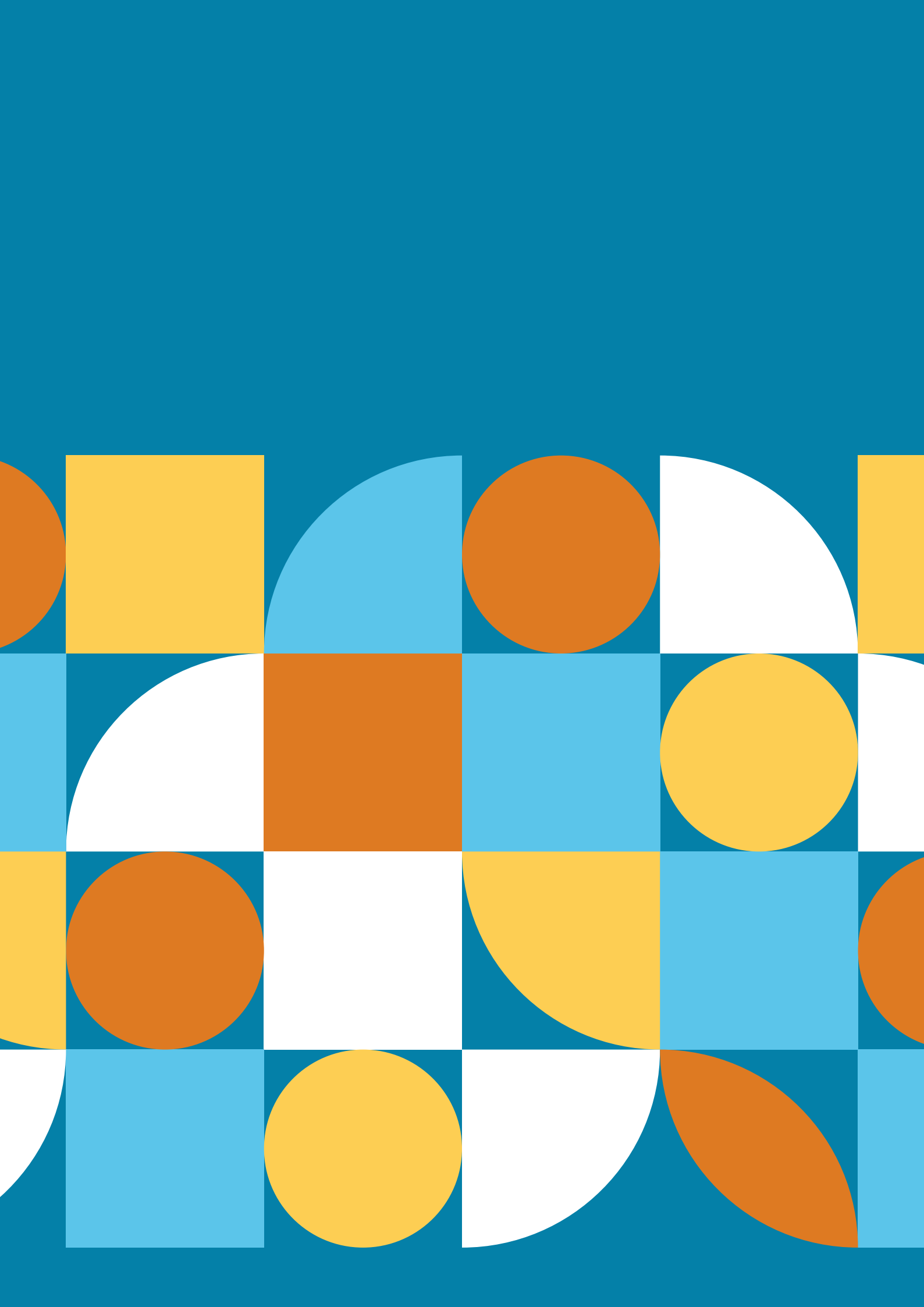
- Year 3 NAPLAN
- Student attendance
- Senior secondary achievement
- Workforce attraction and retention.

In addition, we will examine a range of system-level data and information that help to tell a meaningful story about how our public education system is progressing.

This includes data and information in relation to:

- On-entry student performance
- Participation and retention in public schooling
- NAPLAN
- Post-school destinations
- Public School Review reports
- Staff wellbeing and satisfaction
- Staff diversity
- Student and family satisfaction.





Learning changes lives

