

Anti-Racism Strategy 2024–2035

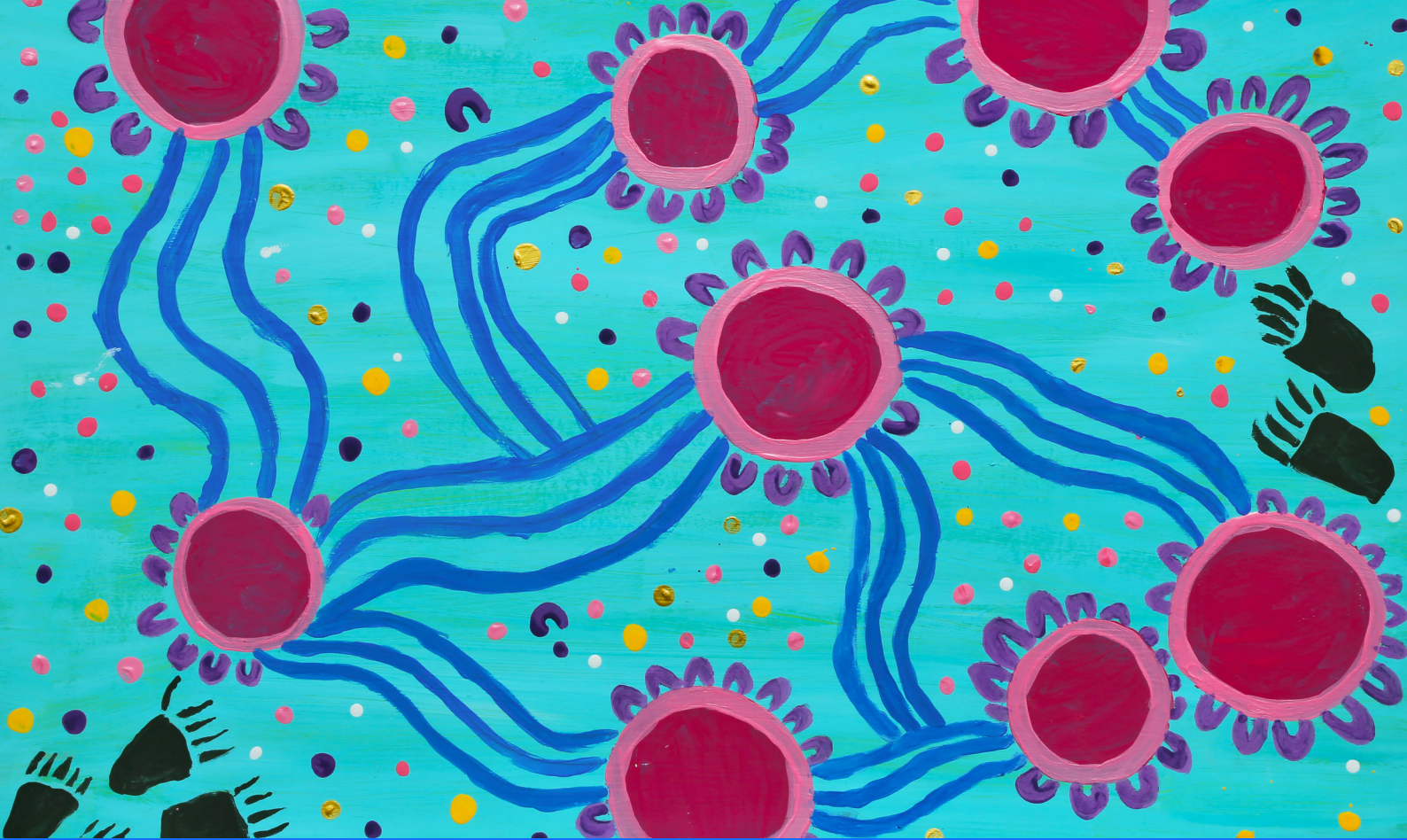
Implementation plan 2024–2025



Towards 2035

The *Anti-Racism Strategy Implementation Plan 2024–2025* identifies actions that will contribute to the elimination of all forms of racism in NSW public education. This plan is the first of a series of two-year plans that aim to collectively realise the intended outcomes of the Anti-Racism Strategy.

Actions identified within this plan reflect the first stage of the department's 12-year commitment to enhance system-wide anti-racism efforts for the delivery of a racism-free NSW public education system and a stronger, more inclusive and more cohesive NSW community by 2035.



Connections by Sista Speak Group, Years 3-6, Glendore Public School, Awabakal Country, Calendar for Cultural Diversity 2023.

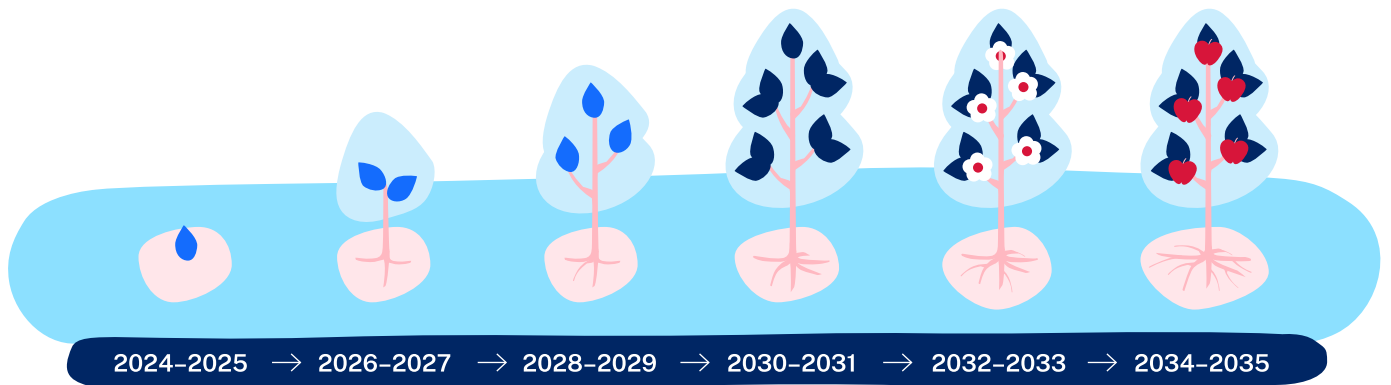
Acknowledgement of Country




We recognise the Traditional Custodians of the lands where we learn, work and live, paying respect to Elders past and present as teachers of knowledge, songlines and stories. We strive to ensure every NSW Aboriginal and/or Torres Strait Islander learner achieves their potential through education.

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Intended outcomes 2035



 Setting firm foundations	 Building everyone's capacity	 Building strong systems and processes
<ul style="list-style-type: none"> • Students and learners, staff, families and communities with experience of racism and/or anti-racism action feel heard and are taken seriously; have a sense of agency and are empowered to advocate for self and others; and have confidence in the department's commitment to anti-racism. • Our anti-racism initiatives are strategically aligned with, and informed by, those of our partners and key stakeholders; and strengthened and improved through collaboration. • Our workforce and leadership are representative of the culturally, linguistically and religiously diverse communities we serve. • We have an accurate and nuanced understanding of the prevalence of racism; the impact of racism; and actions taken in response to racism. We use this insight to ensure our anti-racism initiatives are well-informed by evidence; build on existing strengths and plan for change where needed; are evaluated in terms of their contribution to the goals of the anti-racism strategy; and are routinely reviewed and improved as part of their implementation cycle. 	<ul style="list-style-type: none"> • All students and learners know how to identify racism; understand the impacts of racism; know how to prevent racism; and can confidently and capably respond to racism and are committed to anti-racism action. • All staff know how to identify racism; understand the impacts of racism; know how to prevent racism; and can confidently and capably respond to racism and are committed to anti-racism action. • Teachers are confident, capable and committed to implementing culturally inclusive curriculum that reflects varied perspectives and responds to the needs of all learners. • Leaders are confident, capable and committed to building anti-racist cultures and practices; identifying and addressing barriers to equitable access and participation for Aboriginal and/or Torres Strait Islander people and people from culturally, linguistically and religiously diverse backgrounds; modelling good practice when dealing with reports and incidents of racism; and delivering equitable opportunities, experiences and outcomes for Aboriginal and/or Torres Strait Islander people and people from culturally, linguistically and religiously diverse backgrounds. 	<ul style="list-style-type: none"> • Reporting pathways for students and learners, staff, families and communities are well communicated; equitably accessed; and understood and trusted. • Anti-racism support services are equitably accessed; culturally safe and appropriate; and facilitate equitable opportunities, experiences and outcomes. • Processes for addressing reports and incidents of racism are clear and transparent; and culturally safe and responsive. • When racism occurs in our schools and workplaces, the response is prompt; appropriate and effective; and recorded and transparent.

Planned activity for 2024 and 2025

In 2024–2025, we will implement new and enhanced actions across all three strategy focus areas. We will prioritise the groundwork that needs to occur to successfully launch the strategy, ensure we are able to effectively track our progress and facilitate access to existing systems and supports while we develop longer-term system improvements.

Focus area	Workstreams	Priorities 2024–2025
 Setting firm foundations	<ul style="list-style-type: none"> • Voices of lived experience • Collaborative partnerships • Workforce representation • Evidence informed action 	Consolidate baseline data and strengthen mechanisms for collecting evidence of racism
 Building everyone's capacity	<ul style="list-style-type: none"> • Students and learners • All staff • Teachers • Leaders 	Build leadership capacity and commitment
 Building strong systems and processes	<ul style="list-style-type: none"> • Clear reporting pathways • Appropriate support • Safe processes • Effective responses 	Clarify and strengthen reporting pathways and support

Setting firm foundations



Priority for 2024–25: Consolidate baseline data and strengthen mechanisms for collecting evidence of racism

Action	New	Workstream
		Voice of lived experience
In partnership with the local Aboriginal Education Consultative Group (AECG) and key school support staff, create forums for students to unpack the impact of racism on their wellbeing and engagement ensuring culturally sensitive initiatives are available to support them and their families.	●	●
Increase effectiveness of mechanisms to understand and act on student voice.	●	●
Strengthen evidence-base on nature, prevalence and impact of racism reported by students, staff and community members.		●
Provide recommendations for improvement based on the findings of the 2023 and 2025 Innovate Reconciliation Action Plan (RAP) survey.		●
		Evidence informed action
Develop a monitoring and evaluation framework to track the progress of the Anti-Racism Strategy.	●	●
Develop mechanisms to centrally collect data on the prevalence of racism and religious intolerance, its impact and actions taken in response to reports and incidents of racism.	●	●
Develop a bank of illustrations of effective practice to combat racism as models for schools.	●	●

We will also continue to build relationships with our stakeholders and a more inclusive workforce...

Action	New	Workstream
		Collaborative partnerships
Advance ongoing consultation with faith leader representatives to support schools in engaging with local religious communities.	●	●
Investigate approaches to build capacity of teachers, including pre-service and graduate teachers, to identify racism, understand the impacts of racism and effective anti-racism interventions.	●	●
Incorporate anti-racism initiatives into the Education Closing the Gap NSW Implementation Plan 2025-28.	●	●
Incorporate student, family and community consultation into regular stakeholder consultation in policy review cycles.		●
Ensure staff networks provide opportunities for Aboriginal and Torres Strait Islander staff and staff from culturally diverse backgrounds to share their voice, advocate for their rights and needs, and set the direction for recognition and consultation.		●
Strengthen review processes to ensure inclusion and equity for people from culturally diverse backgrounds in department policies and procedures.		●
Action the NSW AECG Partnership Agreement to improve outcomes for Aboriginal and Torres Strait students and learners.		●
		Workforce representation
Review and refresh early career programs to identify opportunities for enhanced participation by Aboriginal and Torres Strait Islander peoples.	●	●
Investigate systems to capture additional data on the cultural, linguistic and religious backgrounds of staff to determine cultural diversity representation at all levels.	●	●
Implement the Aboriginal Workforce Strategy.	●	●
Review career programs and pathways for staff in key roles supporting Aboriginal and Torres Strait Islander students and communities.		●
Strengthen guidance and support to staff on culturally inclusive recruitment and retention practices.		●
Reflect anti-racism commitments in the Workforce Diversity Standard.		●

Building everyone’s capacity



Priority for 2024-25: Build leadership capacity and commitment

Action	New	Workstream
		Leaders
Provide strategic support and resources to senior leaders to promote and drive the Anti-Racism Strategy and anti-racism efforts across NSW public education.	●	●
Implement the Public Service Commission’s Everyone’s Business Cultural Capability Learning on supporting and building culturally safe workplaces and services.	●	●
Include content to build awareness and understanding of practice to prevent racism in the Inclusive Leadership Program.	●	●
Anti-racism champions from senior leadership team proactively encourage reflection, model anti-racist workplaces and raise expectations.	●	●
Increase professional support to maximise the impact of the Anti-Racism Contact Officer (ARCO) role in schools including developing relationships with external partners.	●	●
Provide professional support to assist school-based leaders implement anti-racism action in their local contexts.		●
Promote resources and support to build cultural safety and culturally responsive practices for public sector workplaces.		●
Deliver Jannawi and Dyiraamalang mentoring programs to provide career advice and guidance to Aboriginal and Torres Strait Islander staff and build senior leaders’ understanding of Aboriginal culture and workplace challenges for Aboriginal and Torres Strait Islander peoples.		●
Promote and strengthen the RAP Progress Survey Senior Leaders toolkit.		●

We will also continue to build the capacity of students, learners, staff and teachers...

Action	New	Workstream
		Students & learners
Develop training for student leadership bodies to implement anti-racism action in schools.	●	●
Increase awareness of the Behaviour Code for Students to build student understanding of their right to be treated with respect and the responsibility to not bully, harass, intimidate, or discriminate against anyone in our schools.		●
Extend Vocational Education and Training (VET) pathway opportunities and traineeships for students from Aboriginal and Torres Strait Islander backgrounds and students from culturally and linguistically diverse backgrounds.		●
		All staff
Develop and deliver a Cultural Learning Strategy to raise staff awareness, confidence and capability to work with Aboriginal and Torres Strait Islander peoples and enable culturally responsive outcomes.	●	●
Provide professional learning resources on the forms and impacts of religious intolerance and cultural inclusion to all staff and school leaders.	●	●
Partner with the NSW AECG to implement the NSW AECG Cultural Immersion program.	●	●
Promote the recognition of International Day for the Elimination of Racial Discrimination across the department and provide resources for the delivery of synchronised professional learning opportunities.	●	●
Deliver an Aboriginal Cultural Safety Framework for the early childhood education and care sector which provides clear expectations and guidance on developing, maintaining and improving cultural safety for Aboriginal children and their families.		●
Strengthen anti-racism education professional learning programs and resources to include culturally safe, responsive and inclusive practices.		●
Strengthen and update mandatory training on Aboriginal Cultural Education - Let's take the first step together and the Anti-Racism Policy training for all staff.		●
Pilot a Cultural Responsiveness Framework for staff working in Early Childhood Outcomes to assist staff in promoting cultural safety for Aboriginal and Torres Strait Islander peoples.		●
Strengthen guidance on misconduct, through revisions to the Professional and Ethical Standards (PES) Reporting Guide and supporting materials.		●
Revise Staff Complaint Procedures and Community Complaint Procedures and provide guidance for employees and managers on cultural sensitivity in the complaints process.		●
		Teachers
Update syllabus aligned resources K-12 to strengthen anti-racism content and include significant current and historical religious events to increase inclusion and respect for students of faith.	●	●
Develop and deliver professional learning for teachers to effectively deliver anti-racism content, culturally inclusive pedagogies and curriculum.	●	●

Building strong systems and processes



Priority for 2024–25: Clarify and strengthen reporting pathways and support

Action	New	Workstream
		Clear reporting pathways
Review and enhance reporting pathways and communicate clearly to all students, families and community how to make reports of racism and religious intolerance.	●	●
Support ARCOs to strengthen school-based procedures for safe reporting of racism.		●
		Appropriate support
Provide specialist local support in anti-racism and multicultural education.	●	●
Provide culturally safe Employee Assistance Program services by ensuring the availability of clinicians from Aboriginal and Torres Strait Islander backgrounds and clinicians who are fluent in multiple languages.	●	●
Provide access to Employee Assistance Program resources in multiple languages and promote access to interpreters.	●	●
Review the Respectful Workplaces program and expand content relating to addressing racism.	●	●
Establish an automated ARCO register to ensure communications with ARCOs are timely, and consistent.	●	●


We will also further develop systems and processes for the safe reporting and effective resolution of racism...

Action	New	Workstream
		Safe processes
Include a process for managing racism in the evidence-based support provided to develop School Behaviour Support and Management Plans.	●	●
Provide guidance for managers on cultural and psychosocial safety in complaints processes.		●
Strengthen PES practices to be culturally safe and responsive when addressing and providing advice to managers addressing misconduct, underperformance and complaint processes.		●
Communicate clearly the actions to be taken in response to students and employees who display racism.		●
Enhance the support provided to ARCOs and principals to facilitate the reporting of racism and provision of support during the reporting process.		●
		Effective responses
Review and strengthen action taken in response to allegations of racism by students.		●
Strengthen guidance on managing allegations of racism by employees in culturally safe ways.		●

We acknowledge the homelands of all Aboriginal and/or Torres Strait Islander people and pay our respect to Country.

Say hello

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