

The purpose of public education



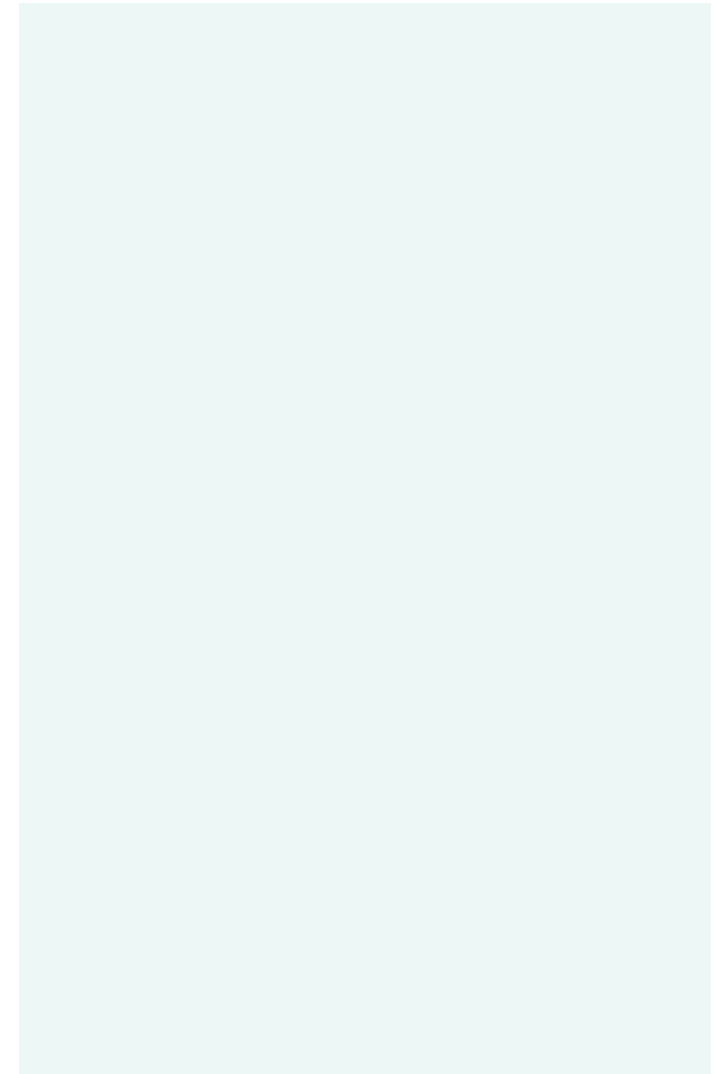
Through a series of forums, meetings, discussions, surveys and submissions, we received views on:

- Our [youth](#) hopes for the future and how education can help with that, and what they want to learn more of at school to support them to thrive in the future.
- What [parents](#) want for their children's education.

What our learners told us

We engaged with more than 850 learners across the state from kindergarten through to year 12

- 62% want to learn more **maths and science** at school and think these are most important
- 38% hope for people to be **kind, honest and hardworking**
- 77% hope to be happy, healthy and have lots of family and friends.
- 58% hope to find a good job.
- 44% hope school might help them learn the qualities need for a particular job.
- 44% hoped school might help them achieve their hopes for the future by giving them heaps of **confidence, skills and knowledge**
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- When discussing the themes of accessibility and responsiveness, the participants called for a [greater focus on digital literacy](#) in the school syllabus, along with a [greater emphasis on cultural awareness](#) through elders visiting and excursions.
- There was also a focus on [improving teacher-student relationships](#) and respect from the teachers, which in turn promotes a [greater sense of ownership](#) in the students.
- The participants wanted more of a [student-centered approach](#), with teachers urged to listen to student suggestions
- A greater focus on [practical skills](#) – including hands-on activities and music in classrooms.
- The students expressed a desire for more [individualized learning](#), as well as a greater individual focus on how to prepare students for their unique career/further study goals. This included an acknowledgement of different pathways (even when they diverge from the traditional), as well as [encouraging students to speak up](#) and be more active in sharing their views and opinions in class.

For Anangu students the most important aspects of their schooling includes learning new things, [access to digital resources](#) for the career they want, and access to equipment and tools for sports and art activities

They also highlighted their [desire for more support](#) to coming to school, along with a feeling of [belonging](#).

Anangu students called for a great focus on [cultural activities](#), like music, art, dance and cooking, along with clothing design and sewing

They also wanted [more hands-on learning](#), as well as the introduction of new and updated technology like computers and interactive whiteboards.

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What industry skills councils told us

When asked – what are the skills and capabilities needed for students to create a vibrant industry and economy in SA.

- 32% ranked 1st: **Life skills and real-world experience for workforce readiness**
- 28% ranked 1st: **Smaller class sizes and**

When asked – what is the first priority of public education:

- 37% ranked 1st - ensuring students graduate with **foundational skills** needed for work, further study and participation in society.
- 31% ranked 1st - developing competencies to help students make their way in an uncertain future, including **life skills and real-world experience for workforce readiness**
- 7% ranked 1st - placing students on a pathway to a specific job, career or further education opportunity.

- Focus on **foundational skills** and support for success
- Life skills and real-world experience for workforce readiness
- Smaller class sizes and **collaboration between education and industry for career guidance, mentoring and pathways**
- Emphasis on **foundational skills**, and **life skills and real-world experience for workforce readiness** as foundational skills.

“Teaching life skills – like **financial literacy, citizenship, exercise, red flags, where to go for help, financial literacy, etc.**”

“Show stronger link between school and a productive positive future involving work and contribution to society.”

“Focus on the individual and how to support them to **achieve their potential**.”

“A complete redesign of the education, skills and training system. A system that supports **foundational skills**, enhancing creativity and opportunities.”

“Engagement across all sectors to support our kids. **Industry, community and government**.”

What associations and peak bodies told us

- Cultivating was viewed as being an important role of schools. Exploring the correlation between connectedness and outcomes was thought to be worthwhile.
- The main difference in public education compared with other sectors is the aim to ' across society. The purpose should be about helping young people to discover their possibilities, to grow the desire to direct their own futures, or by other
- There was hope the new purpose would give staff permission to get to know each child as an individual and knowing what their different outcomes could be. Without this effort, knowing can be replaced with assumptions. Really knowing a child could raise the expectations of some of our children.

- Children at the centre and the system should be flexible around them.
- Priority should be on supporting young people to grow up to be prepared for their future, yet cannot be lost.
- Be the. Ensure interaction and connection with other government areas and other services.
- Support future

The most important purpose of public education in SA:

1. A broad focus on

What interested organisations told us

We also received written submissions and responses from more than 31 organisations, including NGOs, universities, associations and research bodies.

Emerging themes:

- Instilling [critical thinking skills](#), and [problem-solving skills](#) in students to prepare them for the adult world.
- Building [resilience](#) and [emotional intelligence](#) in students.

[Leadership skills](#), [communication skills](#), and work/life balance.

- Personalised learning to recognise and [support individual students' needs](#)
- Provide access to industry-specific subjects and move away from standardised testing systems
- Specialised professionals to [support students' learning](#)

- Making learning engaging and [relevant to students' lives](#)
- Implementing [project-based learning](#) and decreasing the emphasis on written assignments and tests [and assessments](#) and activities that showcase individual students' strengths.

- [Reducing administrative workload](#), investing in technology integration and professional development, and reducing administrative workload to build relevant and engaging lessons tailored to their class
- Teacher recruitment and retention initiatives.