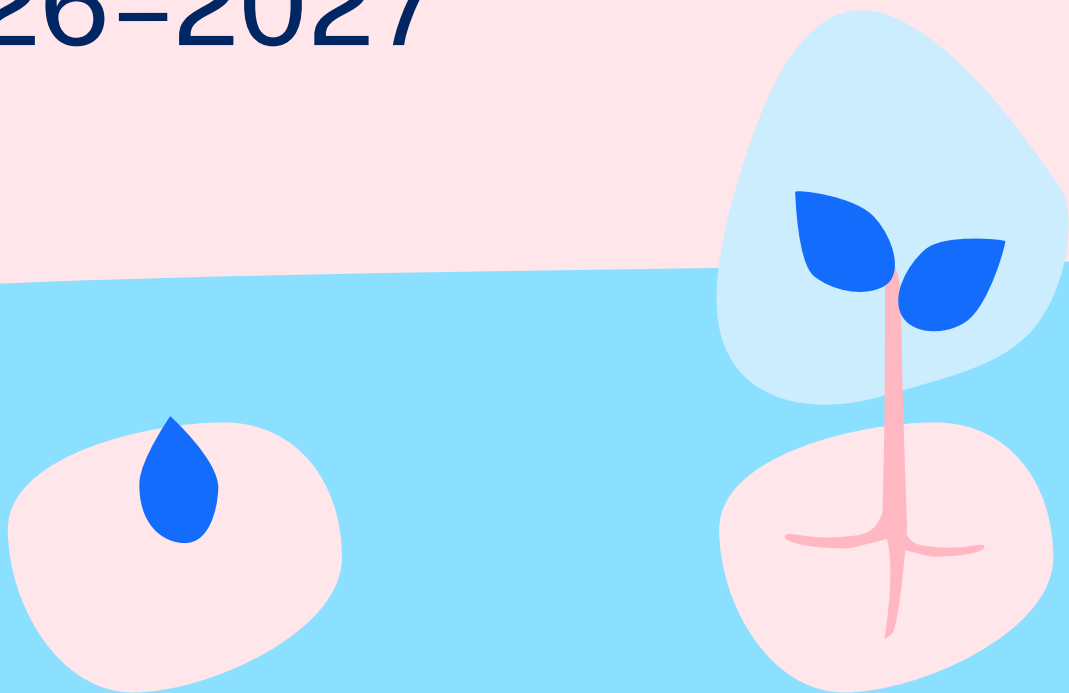


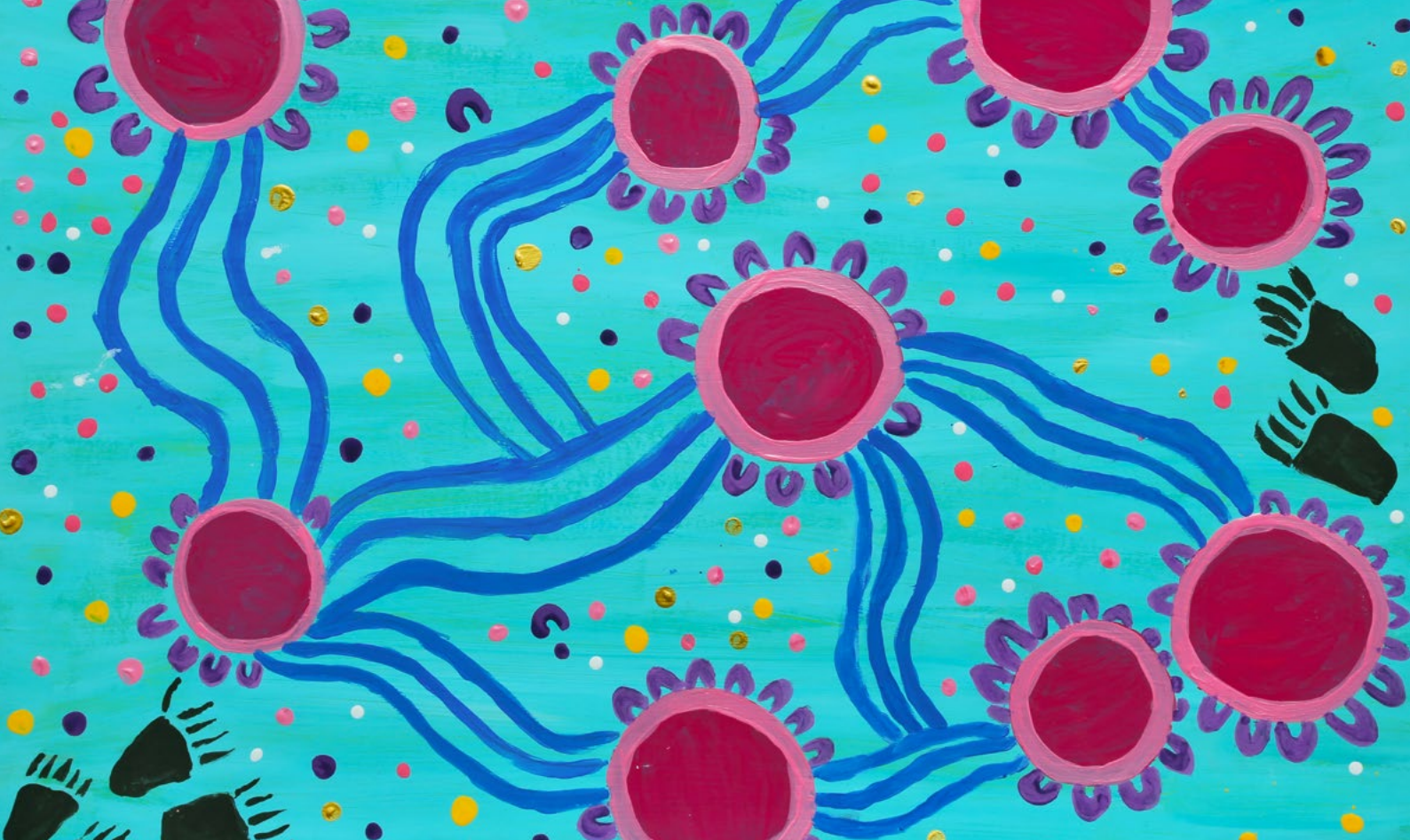
Anti-Racism Strategy 2024–2035

Implementation plan 2026–2027



Towards 2035

The Anti-Racism Strategy Implementation Plan 2026-27 represents the second stage in the department's 12-year commitment to eliminating all forms of racism in NSW public education. Building on the foundational work done by the department in 2024 and 2025, the next stage of the Strategy will position the department to embed anti-racism more effectively across all areas and to progress towards a racism-free public education system by 2035.



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

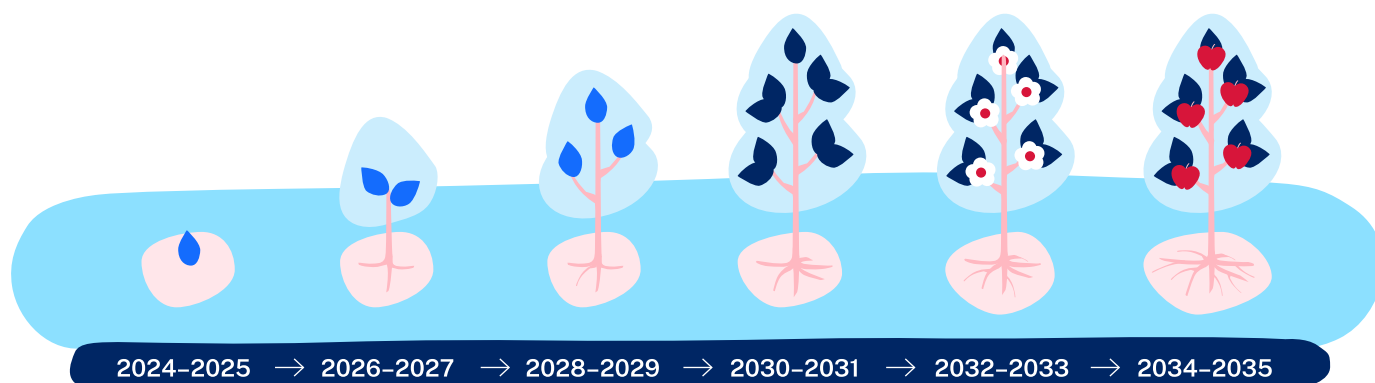
Acknowledgement of Country

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
- 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 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; 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.	- 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 other culturally, linguistically and religiously diverse backgrounds; modelling good practice when dealing with reports and incidents of racism; delivering equitable opportunities, experiences, and outcomes for Aboriginal and/or Torres Strait Islander people and people from other culturally, linguistically and religiously diverse backgrounds.	- 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; are culturally safe and culturally 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 2026 and 2027

In 2026-2027, we will implement actions across all three strategy focus areas. During this stage, we will:

- deepen our understanding of how racism is experienced across the system
- strengthen leadership capability at all levels
- examine how policies, processes and resources can more effectively prevent and respond to racism.

Focus area	Workstreams	Priorities 2026–2027
 Setting firm foundations	• Voices of lived experience • Collaborative partnerships • Workforce representation • Evidence informed action	Deepen understanding of how racism is experienced across the system through insights from lived experience, data and research evidence
 Building everyone's capacity	• Students and learners • All staff • Teachers • Leaders	Strengthen leadership capability to identify, prevent and respond to racism across schools and Education Support
 Building strong systems and processes	• Clear reporting pathways • Appropriate support • Safe processes • Effective responses	Identify systemic barriers by reviewing department policies, practices and resources

Actions for 2026 and 2027



Aboriginal Education and Communities Directorate

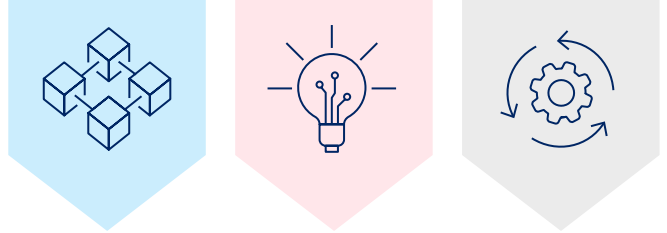
Action	Setting firm foundations	Building everyone's capacity	Building strong systems and processes
Establish the Voices for Change Summit Series to engage students, educators and communities in advancing the NSW Anti-Racism Strategy across schools, supported by pre-and post-event resources for staff, leaders and students.	✓	✓	
Deliver a Perspectives on Racism Forum with the NSW Aboriginal Education Consultative Group (NSW AECG) and Junior AECGs to amplify Aboriginal and/or Torres Strait Islander student voices in anti-racism work.	✓		
Develop illustrations of effective practice to combat racism in schools.	✓	✓	

Centre for Education Statistics and Evaluation Directorate

Action	Setting firm foundations	Building everyone's capacity	Building strong systems and processes
Conduct first interim evaluation of the Anti-Racism Strategy.	✓		
Develop guidance to support schools to interpret NSW Public Schools survey data on racism and communicate findings with their communities.		✓	✓

Curriculum Directorate

Action	Setting firm foundations	Building everyone's capacity	Building strong systems and processes
Create a Curriculum Directorate anti-racism strategy working party.	✓		✓



Early Childhood Outcomes Division

Action	Setting firm foundations	Building everyone's capacity	Building strong systems and processes
Promote Aboriginal Cultural Safety Framework training for public preschool teaching and executive staff, supported by additional funding provided to schools to release staff from face-to-face teaching to complete the training.		✓	
Provide targeted cultural responsiveness funding to public preschools to improve access, enrolment, participation and retention for Aboriginal and/or Torres Strait Islander children.	✓		✓
Continue to deliver Cultural Responsiveness Framework training to staff in the Early Childhood Outcomes Division.		✓	
Collaborate with Aboriginal Early Childhood Outcomes and utilise internal Aboriginal governance to embed Aboriginal Ways of Knowing, Being and Doing and ensure a culturally responsive Early Childhood Outcomes Division.	✓		✓
Identify priority areas and themes for professional learning for the Early Childhood Education and Care (ECEC) sector to strengthen the capacity of educators to support multicultural children, families, and communities.	✓	✓	
Continue the ECEC Multicultural Inclusion stakeholder engagement forum to provide ECEC sector and community inputs and advice on inclusive early childhood education and care policy and program development.	✓		

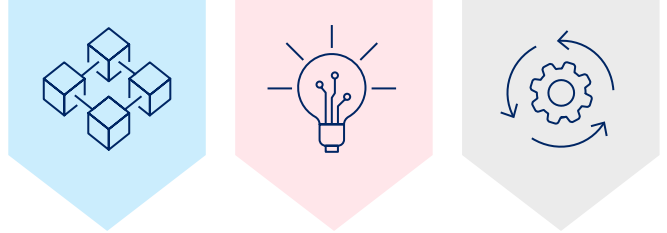


Equity, Multicultural and Inclusive Education Directorate

Action	Setting firm foundations	Building everyone's capacity	Building strong systems and processes
Embed culturally and linguistically responsive pedagogies in English as an Additional Language or Dialect (EAL/D) resources and professional learning.			✓
Develop a series of resources to support multifaith inclusive classroom practice.		✓	
Implement communications to promote the Calendar for Cultural Diversity and deepen understanding of its significance across the system.		✓	
Develop and deliver professional learning to build staff capability and confidence in anti-racism education, multicultural inclusion and multifaith understanding in schools and workplaces.		✓	
Establish a stakeholder reference group to strengthen understanding of how racism is experienced by learners, staff, families and communities across NSW public education.	✓		
Provide professional learning and support for a collaborative inquiry-based action research project to strengthen anti-racism education in schools.		✓	
Conduct a needs analysis to inform the Anti-Racism Policy review and future Strategy directions, including consultations with staff, students, families and communities.	✓		✓
Provide strategic support and resources to senior leaders to promote and drive the Anti-Racism Strategy and anti-racism efforts across NSW public education.		✓	

Health Safety and Staff Wellbeing Directorate

Action	Setting firm foundations	Building everyone's capacity	Building strong systems and processes
Continue to review and provide culturally safe Employee Assistance Program services, ensuring access to clinicians from Aboriginal and Torres Strait Islander backgrounds and those fluent in multiple languages.			✓

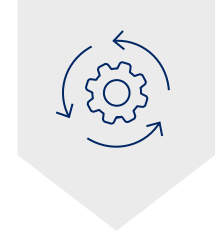
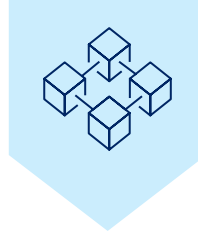


Inclusion and Wellbeing Directorate

Action	Setting firm foundations	Building everyone's capacity	Building strong systems and processes
Explicitly recognise Aboriginal and/or Torres Strait Islander culture, community, kinship, and languages in all enrolments for NSW public schools.			✓
Develop and update support resources and awareness tools for staff about student inclusion and bullying to ensure these include information about racism.		✓	✓
Embed anti-racism through the new Student Code of Conduct activities, setting high expectations for respect, responsibility, safety, and the explicit teaching of behaviour.			✓
Develop processes to ensure that multicultural factors are considered when designing health and wellbeing support for children, families, and communities.			✓

Professional and Ethical Standards Directorate

Action	Setting firm foundations	Building everyone's capacity	Building strong systems and processes
Strengthen guidance on misconduct through revisions to the Professional and Ethical Standards (PES) reporting guide and its supporting materials.		✓	✓
Strengthen PES processes to ensure that Aboriginal and/or Torres Strait Islander stakeholders and stakeholders from other culturally, linguistically and religiously diverse backgrounds are well-supported throughout PES processes.			✓
Strengthen the guidance available for PES to provide to principals and workplace managers in relation to reports of racist behaviour, which are referred to principals and workplace managers for direct management action.		✓	✓

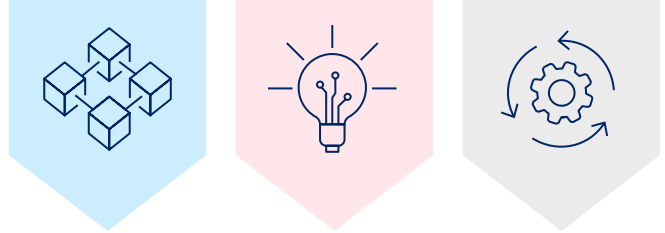


Public Schools Division

Action	Setting firm foundations	Building everyone's capacity	Building strong systems and processes
Deliver workshops through Public Schools Network's meeting days to build staff capability in recognising and addressing racism, including culturally responsive communication and inclusive language.		✓	
Enable senior leaders to actively champion the Strategy through visible endorsements, events, and consistent messaging across communications.		✓	
Support Directors, Educational Leadership to use the Anti-Racism Strategy facilitator pack to lead discussions with their principal networks and strengthen leadership understanding of the Strategy.		✓	

Skills and Workforce Programs Directorate

Action	Setting firm foundations	Building everyone's capacity	Building strong systems and processes
Provide targeted professional learning to build educator capability in identifying and addressing racism in career education.		✓	
Analyse Vocational Education and Training (VET) student quality and satisfaction data to identify opportunities to improve training and assessment for Aboriginal and/or Torres Strait Islander learners and learners from other culturally and linguistically diverse backgrounds.	✓		✓
Deliver targeted professional learning to strengthen VET school support staff and VET teachers' capacity to meet the needs of Aboriginal and/or Torres Strait Islander learners and learners from other culturally, linguistically and religiously diverse backgrounds.		✓	
Develop new resources to strengthen existing professional learning for adult learning facilitators on inclusive career education for students and learners from refugee backgrounds.		✓	
Produce an 'Inclusive Pathways Planning Toolkit' to support equitable, culturally responsive, and anti-racist post-school transition practices, for publication on the Universal Resources Hub.		✓	
Deliver anti-racism and inclusion training to build the capability of Head Teacher Careers and School-Based Apprenticeship or Traineeship (SBAT) Engagement Officers.		✓	



Talent, Capability and Performance Directorate

Action	Setting firm foundations	Building everyone's capacity	Building strong systems and processes
Coordinate the department's activities for International Day for the Elimination of Racism (IDERD) on March 21, in collaboration with Internal Communications.	✓	✓	
Create and publish a guide for hiring managers to support inclusive practices in recruitment, including specific information on cultural safety.		✓	✓
Develop professional learning and curriculum resources to embed truth-telling across all stages of learning, and publicly release final report and findings.		✓	
Deliver Jannawi and Burbangana mentoring programs to provide career advice and guidance to Aboriginal and/or Torres Strait Islander staff and build senior leaders' understanding of Aboriginal culture and workplace challenges for Aboriginal and/or Torres Strait Islander peoples.	✓	✓	
Implement the Public Service Commission's Everyone's Business Cultural Capability Learning on supporting and building culturally safe workplaces and services.		✓	

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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