

CRAIGMORE HIGH SCHOOL STRATEGIC DIRECTIONS 2018-2023

Our Vision:

To inspire and empower our community to prosper through innovation.

Our Mission:

We prepare students for life and work in the 21st Century.

- We develop the capabilities our students need for a world of change opportunity and risk
- We strive for excellence in all things that we do
- We support students to access their preferred educational and vocational pathways
- We actively work to enhance the life of our community

Our Values:

- Respect
- Success
- Creativity

Forward

Over recent years learning, and the way students learn, has moved centre stage and for very good reason. With much research into the way in which automation, globalisation and flexibility are transforming the way we work, play, the implications of such changes for the young people in our schools, needs to be at the forefront of our learning and teaching programs. The working world they will be entering is a place where technologies are developing apace with change quickening all the time and the need for our students to have the capacity to continuously learn and apply new knowledge and skills has never been more essential. We need to support students to become self-directed, lifelong learners.

A report recently released by The Foundation for Young Australians (FYA), 'The New Work Smarts: Thriving in the New Work Order' (March 2017), refers to the way our children and students will engage in the world of work in 2030. It is suggested that today's 15-year-olds will likely navigate 17 changes in employer across 5 different careers, within their working life. Further to this, it is suggested that, by the time these 15-year olds hit the workforce, they will be expected to solve problems, think critically and creatively, utilise verbal and interpersonal skills and develop an entrepreneurial mindset, due to having less direct management and organisational coordination.

As you can imagine, the implications for education in navigating this changing world are extensive as we consider what it means to develop the capabilities to be a 21st Century Learner.

If we fast track forward to 2030, our current primary school students will be close to finishing school education and high school students will have entered the workforce or be close to it. In understanding these changes in the context of education, we will need to consider the skills that will be in most demand across the economy in 2030; identify those our students already possess and those we need to support them to develop.

Over the coming years, students, parents and carers will experience a shift to our educational program where the new 'work smart' skills will be the core to our teaching, learning and assessment at Craigmore High School.

To support our shift in thinking at Craigmore High School, we have started to bring together the research gathered from the strategic planning process with that of national and international researchers. There has been a lot of correlation between what the students are saying and wanting to what parents and staff are saying and wanting for our students. We believe that our newly formed strategic directions will help to navigate us to our preferred future as an educational institution that inspires and empowers our community to prosper through innovation. At Craigmore High School, students will develop the skills and knowledge they will require to place them in a strong, competitive position to assume their preferred pathway post-secondary school.

We are very excited about our improvement journey and what it will entail over the coming years. In this journey it is vital that we ask ourselves what *can be*, not what *might be*, as we value the diversity students bring to their learning environment, every day.

What a truly exciting journey to be on!

Rosie Heinicke
Principal

Deb Merritt
Governing Council Chairperson

OUR FUTURE DIRECTIONS

In the 21st Century the success of Craigmore High School will be defined by how we prepare our students to step into, engage with, and embrace a world of new realities beyond the school. This will require us to maintain a clear focus on students and to commit to the continuous development of culture and teaching and learning practices that enable each student to realise their academic and personal potential.

To guide our directions we have undertaken a review of the latest educational research and also conducted a rigorous consultation process with those who know our school the best - our students, our educators, our parents and local community. An outline of the research process is shown in more detail on page XXX

Capabilities for the Future

A capability is the ability to do something. Feedback collected from the consultation process has helped us to identify five key capabilities that our students require to live and work in this world of change, opportunity and risk¹. Participants in the research process identified that in this world, students need the ability to exercise:

- Confidence and optimism.
- Communication skills including intercultural skills.
- Resilience in learning and life skills.
- Problem solving skills, including the ability to think critically and creatively, which are transferrable to different situations and contexts.
- Collaborative skills.

These capabilities are foundational for life in the 21st Century and our aim is to build these capabilities in students throughout their learning experience at school.

A Focus on Results

In addition, the success of each student must also be reflected in the results and achievement of their learning. Our aim is to improve educational performance across all areas of the school by fostering beliefs, behaviours and practices that generate confident, successful learners. Our success as a school will be defined by improving educational outcomes in the following areas:

- Results in literacy and numeracy.
- Completion of Vocational Education & Training.
- SACE completion and attainment of higher band results.
- Real and meaningful post school pathways for students with special needs.
- Academic results that will enable students to enter their preferred tertiary options.

A Systematic Approach to Change

Developing, refining and embedding change across our school and within our community will require a long term systematic approach.

¹ Elements of capability: the expertise, awareness, knowledge and skills, qualities, attitudes, emotional and rational intelligence required to demonstrate sound practice in a specific situation.

The four key areas for change and development we identified through the research process are:

- Design and develop a future orientated school.
- Develop teaching and learning practices that meet the different learning styles and ambitions of each student.
- Develop a collaborative student-centred culture
- Develop sustainable relationship with parents, carers, the community and industry.

Each of these directions, including priority areas for change and improvement are outlined in more detail on the following pages.

DIRECTION 1

Design and develop a future orientated school

Our school - confident, world competitive and proud - CHS Leader

Positive educational outcomes are built from learning that is accessible, relevant and meaningful for students and that supports them to successfully transition to their chosen area of work and/or further study.

Successful schools do not just stay with the known, or rely on established conventions – they actively challenge assumptions and are prepared to make difficult decisions to improve outcomes for students. To meet the needs and interest of our students we must continually review and adapt the way our school is organised, the way we invest our resources to achieve a positive return on effort, and ensure the learning design and curriculum are contemporary and relevant to student needs.

Our research identifies four priority focus areas for change and improvement:

- *Build the capabilities of school leaders in whole school change management so they can successfully influence the behaviour and practices across the school and in the wider community*
- *Make a seamless transition from Primary to Middle and Senior Secondary school that enables continuity of learning and a platform for improved student results.*
- *Further developing partnerships with other schools, institutions and businesses that offer high quality learning design, opportunities and vocational pathways for students.*
- *Improve access, reliability and use of IT resources for all students so they can successfully engage with learning in school and at home.*

DIRECTION 2

Develop teaching and learning practices that meet the different learning styles and ambitions of each student

The best teachers have passion for teaching and for their students – CHS student

Successful schools skilfully orientate teaching and learning to meet the different learning styles and ambitions of each student. Active attention is given to the individual needs of students. Attendance at school and engagement in learning is a product of high quality teaching and learning that stretches each student and fosters satisfaction in the act of learning.

Getting the building blocks of literacy and numeracy right is essential but must also be complemented by a diverse and engaging curriculum that enables students to develop the full range of capabilities they need in life and work.

To meet the individual needs of students, educators need to be competent in the analysis of, and responses to, a range of learner achievement data that informs teaching and learning practices.

Quality teaching requires an ongoing commitment to learning and development both individually and working collaboratively with others. An important cultural marker of a commitment to teacher learning is openness to feedback about teaching practice.

Our research identifies three priority areas for change and improvement:

- *Define what is meant by high quality teaching and learning and actively work to achieve consistent practice in all areas of the school.*
- *Design and support systems for feedback and professional development that underpin the commitment to quality teaching and learning.*
- *Improve the quality and accessibility of data on student growth and performance, and deepen the ability of educators to use this data effectively.*

DIRECTION 3

Develop a *collaborative student-centred learning culture*.

A key to encouraging and raising attendance is the culture – students feel that they belong, find friends and personal satisfaction in learning - CHS Educator

A school's culture – the values, assumptions, expectations and collective memories - provide the unwritten system of attitudes and beliefs that guide expectations and the way we act. What we individually and collectively demonstrate and celebrate in our day to day actions and behaviours define our culture.

A strong school culture will always be underpinned by a commonly shared system of beliefs and behaviours that value collaboration and place students at the centre of everything we do. A critical indicator of a generative school culture is that all students feel safe to learn and to achieve.

Developing a school culture requires critical reflection on the existing practices, the articulation of new cultural norms, and the identification and implementation of policies and practices that support the changes needed.

Our research identifies two priority focus areas for change and improvement:

- *Review, establish, articulate and facilitate programs to embed behavioural and cultural norms that underpin school values.*
- *Build and extend student voice within all aspects of school life including school policies, behavioural expectations and learning design.*

DIRECTION 4

Develop sustainable relationship with parents, carers, industry and the community.

We want Craigmore to be recognised as a successful school. – Community member

Our aim is for Craigmore High School to be seen as a valuable community asset and actively engaged in the life of the community.

The community must feel confident that Craigmore High School provides a safe and positive culture for growth and development, reflects the different abilities and aspirations found in the wider community, and also supports students to achieve high quality results.

An effective partnership between school and community recognises the rich resources within the community, invites different ways of engagement and communication, and maintains an open door approach for dealing with ideas, concerns and issues.

Our research identifies three priority focus areas for change and improvement

- *Establish creative partnerships, communication and marketing processes that improve the perception of the school and enhance life chances of students.*
- *Establish creative approaches to more fully engage parents and carers in the learning of students*
- *Actively work with industry, local government and community members to develop vocational pathways and partnerships.*

Attachment 1

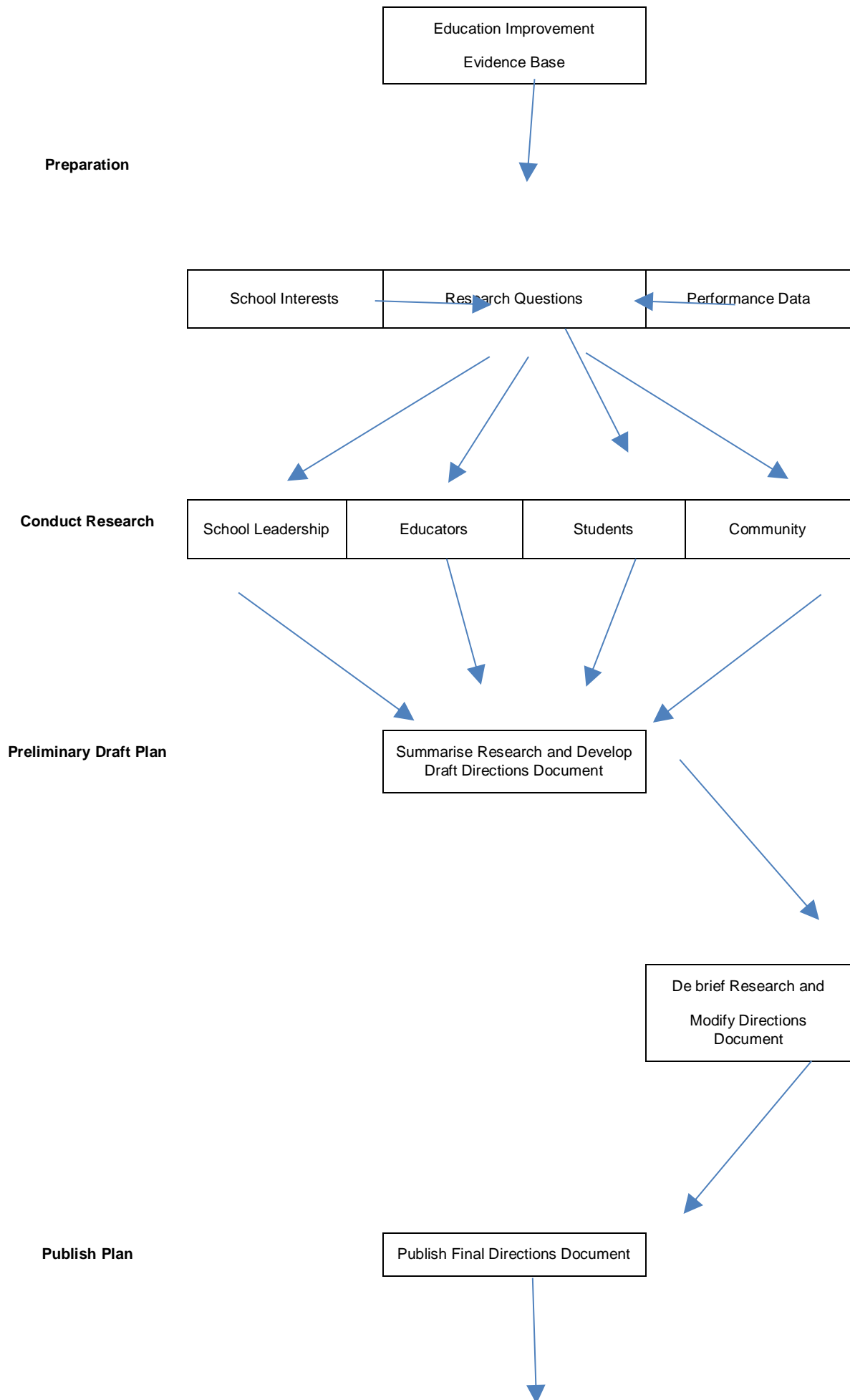
THE RESEARCH AND PLANNING PROCESS

The values that have applied in developing the strategic directions document are:

- Consult and build trust within the wider school community – students, staff and parents - to build a shared picture of a successful school, now and into the future.
- Identify and build on existing strengths, while at the same time challenge assumptions and behaviours that may impede the journey to a preferred future.
- Listen deeply and value the interests, experiences, emotions and other variables that people bring to the process, as well as critically review and incorporate data and research evidence.
- Conduct a process that builds understanding, ownership, and capabilities that enables change to be successfully planned and implemented.

A diagram that provides an overview of the process is included on the following page.

Overview of strategic planning process



Implementation

Implementation

- Roles and responsibilities
- Priority setting
- Review and Evaluation