Strategic Directions

2023 – 2025

Craigmore High School

Government of South Australia
Department for Education

Craigmore High School pays respect to the Traditional Custodians of the lands on which we live, learn and work, and respects their spiritual relationship with their Country. We acknowledge the Kaurna people as the custodians of the Adelaide region whose cultural heritage and beliefs are still important to the living Kaurna people today. We also pay respect to the cultural authority of First Nations people attending from other areas of Australia.

Foreword

In 2017, the Craigmore High School community started a strategic journey to transform our site to one where all students could develop the skills to transition to their preferred future.

A comprehensive research and consultation process occurred involving staff, students, parents/carers, the Local Education Team and local community and business members.

The four key areas for change and development the school community identified were:

- 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 relationships with parents, carers, the community, and industry

These directions have navigated the transformation of our site which has resulted in improved instructional practices and educational performance across all areas of the school including:

- Results in Literacy and Numeracy

- Completion of Vocational Education and Training

- SACE completion and attainment of higher band results which has enabled students to enter their preferred tertiary pathway

- Students gaining real and meaningful post school pathways

As we embark on the next stage of our improvement journey, we hold strong on our

school vision: To inspire and empower our community to prosper through innovation. Our vision statement embeds our belief that education should help students to develop their capacity to successfully navigate the 21st Century and make their way in the world.

> *Education must enable students to understand the world around them and the talents within them so that they can become fulfilled individuals and active, compassionate citizens.*
>
> — Sir Ken Robinson

The world is undergoing revolutionary change and schools are often rooted in the past. While it is important to acknowledge and learn from the past, as we continue to embark on our endeavour to providing an education which inspires and empowers our students to prosper through innovation, we cannot just keep doing more of what has always been done.

At Craigmore High School, we endeavour to provide an education which helps students to develop their natural capacities to ensure they have the capabilities needed for a world of change, opportunity, and risk. Everyone should have an education that enables them to lead the life they desire and deserve.

The following revision to our 2018-2022 Strategic Directions will help to navigate and challenge our thinking so that we are not simply reforming our school but transforming it.

Our Purpose Statement

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 that we do

- We support students to access their preferred educational and vocational pathways

- We actively work to enhance the life of our community
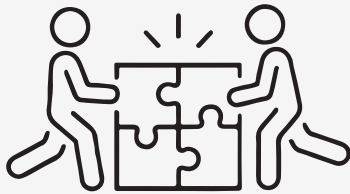
OUR VALUES

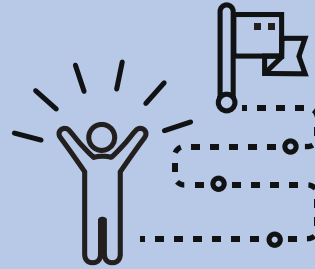Respect   Success   Creativity

Our Strategic Directions

Direction 1

Further develop a future-focused school centred around staff and student agency, equity and excellence.
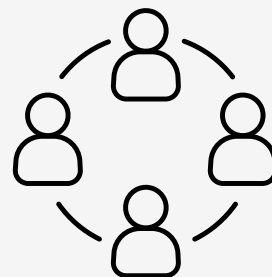
Direction 2

Further develop the conditions for learning, which are underpinned by the school vision and values, and support all students to thrive.

Direction 3

Build on and extend the 21st Century teaching and learning practices across all year levels to ensure students are ready for a world of opportunity, change and risk.

Direction 4

Continue to foster sustainable relationships with parents, carers, industry, and the community.

Direction 1

Further develop a future-focused school centred around staff and student agency, equity and excellence.

PRIORITY AREAS FOR CHANGE AND IMPROVEMENT:

1.

Define and documetent a shared understanding of student agency and extend this understanding as a lens across all aspects of school life including learning design, behavioural expectations and school policies and practices, to achieve equity, excellence and inclusivity.

2.

Build systems and structures that support students to:

- Have access to, and data literacy to understand, their own growth, achievement, and wellbeing data

- Access and use data to set learning and wellbeing goals

- Monitor and reflect on their goals

- Develop self-efficacy to respond to their next steps to progress their learning and address their wellbeing

3.

Review, establish and implement whole school decision making protocols which ensure inclusivity, equity and agency for all staff, students, and other stakeholders.

A future focused school is not defined by the latest technology or furniture we have invested in, it is defined by a fundamental shift in pedagogical practice towards a student-centred learning approach that builds the knowledge, skills, values and attitudes (OECD Future of Education and Skills 2030) of students so they can be agents of their own future.

Future focused learning prepares students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. It develops agency through connecting students, engaging their sense of curiosity and ensuring they are able to develop their natural capacities.

Learners who have agency act with purpose, and are reflective, invested and action-orientated (*Vivienne Robinson, ACER Conference, 2017*). Agency moves beyond student voice or student choice; both worthy strategies to engage students, to a position where learners are:

- Developing goals
- Initiating actions towards these goals
- Reflecting on, regulating progress towards the goals
- Building self-efficacy

Learners displaying agency are problem solvers and see problems as opportunities, they seek out new possibilities to innovate, disrupt and change.

The skills of agency will ensure students are 'inspired and empowered to prosper through innovation' in life well beyond school.

4.

Review, transform and implement induction processes which support staff and students to understand our vision, values, and culture of agency, equity and excellence.

5.

Establish guidelines and protocols which are applied to all aspects of professional learning to ensure it is:

- Aligned to the site improvement priorities
- Differentiated for staff
- Timely
- Building staff capacity to fulfil their role
- Knowledge and skills based with practical experiences
- Evidence based
- Applies adult learning principles

6.

Review and monitor the site professional learning schedule to ensure there are defined times for collaboration within and across teams.

Direction 2

Further develop the conditions for learning, which are underpinned by the school vision, and values and support all students to thrive.

PRIORITY AREAS FOR CHANGE AND IMPROVEMENT:

1.

Staff and students engage in the Positive Behaviours for Learning Pilot and apply the learnings to ensure consistent implementation of the CHS:

- Our Values in Action framework
- Classroom expectations
- Responding to Behaviour that Disrupts learning framework

2.

Review, develop, and facilitate systems, structures and programs that promote student belonging.

3.

Develop whole school systems and structures that connect wellbeing, attendance, learning, engagement, and achievement including:

- Years 7–12 House System that builds on our current House structure and promotes a sense of belonging
- Years 7–12 Homework Club
- Lunchtime programs that are student designed, organised and led

Students learn best in environments of high expectations that are student-centred, developmentally responsive, academically challenging, and are psychologically, physically and socially safe. Students perform best when their learning environment is predicable, orderly, inclusive and embraces positive relationships.

As leaders, we have the responsibility to optimise these conditions through co-designing and implementing appropriate systems and structures that ensure teachers and students can focus on learning which continually challenges each student to stretch their achievement.

Critical to developing positive conditions for learning is the commitment by every staff member to our school vision and values which prioritise high learning expectations and quality learning experiences for every student within and beyond the formal learning environment.

The explicit development of social, behavioural, and emotional self-regulation in learning enhances engagement. Programs which encompass social-emotional skills, attitudes about self and others, promote positive social and ethical behaviour and develop a sense of belonging to the site, are essential to developing positive conditions for learning.

4.

Ensure learning areas are conducive to 21st Century learning pedagogies, uphold and enhance equity and excellence and develop a sense of belonging and pride for staff and students.

5.

Review and implement a whole school approach to monitoring, tracking, and responding to attendance including:

- Effective follow up on absenteeism and lateness to class
- Positive acknowledgement of consistent attendance

6.

Review and implement whole school approach to transition processes for students coming in, moving through, and leaving the site.

Direction 3

Build on and extend the 21st Century teaching and learning practices across all year levels to ensure students are ready for a world of opportunity, change and risk.

PRIORITY AREAS FOR CHANGE AND IMPROVEMENT:

1.

Construct a site agreement that defines 'High Quality 21st Century teaching and learning' at Craigmore High School and develop systems and structures that amplify quality teaching and learning across our site.

2.

Build staff and student capacity to effectively use a range of information technologies to enhance learning experiences across the curriculum.

3.

Develop and implement an action plan to ensure continual review and improvement of:

- IT infrastructure, systems and structures which support 21st Century teaching and learning

- equity of access to loan devices

- cyber safety measures across the site

Students 'should emerge from education as purposeful, reflective responsible agents, investing themselves actively to achieve goals which they have understood and endorsed' (OECD Future of Education and Skills 2030).

To improve engagement, it is important that we provide opportunities to listen to students and understand the knowledge, skills, attitudes and values they need to fulfil their potential and contribute to the wellbeing of their communities and the planet. If we don't, we can teach, but they may not learn.

As the world around us is changing, there are key questions underpinning learning design and development:

- Who are our students?
- What knowledge, skills, attitudes and values will today's students need to thrive in and shape their world?
- How can instructional practices develop these knowledge, skills, attitudes and values?

Quality teaching requires an ongoing commitment to learning and development both on an individual and collaborative level. An important cultural benchmark of a commitment to teacher learning is openness to feedback, from our peers and students, about our teaching practice.

4.

Develop and implement a site agreement which defines how staff, students and parents/carers use the site's Learner Management System to support student growth and acheivement in learning.

5.

Document and implement a whole school Career Strategy that addresses the increased opportunities for work experience and builds students' capabilities for the world of work and life long learning.

6.

Extend the Site Improvement Plan to include a tier 1 focus on numeracy improvement in the middle years.

Continue to foster sustainable relationships with parents, carers, industry, and the community.

PRIORITY AREAS FOR CHANGE AND IMPROVEMENT:

1.

Build and extend opportunities for students to share learning with their families.

2.

Promote parent/carer agency and efficacy in supporting their child's:

- literacy and numeracy development

- mental health and wellbeing

3.

Build and extend marketing processes that improve the perception of the school to include continual use of a range of communication platforms to promote leaning experiences and opportunities across the site.

An effective partnership between school and the 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.

Parents, carers and families are recognised as integral members of the school community and partners in their children's education.

Establishing partnerships with parents, carers, families and local businesses and community organisations is essential to achieving improved outcomes for students.

4.

Develop and implement systems and structures which increase parent and carer engagement and two-way communication modes to ensure communication is timely, relevant and accessible.

5.

Increase the engagement of volunteers and community groups across our site.

Collation of staff, students and Governing Council suggestions regarding the context and staging of priority areas of change over 2023 to 2024

Start of 2023

- Review and implement decision making protocols to ensure inclusivity and agency for students and staff
- Ensure effective, detailed staff induction processes and structures
- Engage in and apply PBL Pilot strategies to ensure consistent implementation of:
  - Our values in action
  - Classroom expectations
  - Responding to behaviour that disrupts learning frameworks
  - Self-regulation scale for middle years students
  - Respectful language
- Develop a 'wellbeing wall' in each classroom to promote the connection between wellbeing, engagement and learning
- Establish a coordinated approach to PL which is:
  - Aligned to site priorities
  - Differentiated
  - Timely
  - Builds staff capacity to fulfil their roles
  - Is knowledge, skill and abilities focused
- Review professional learning / meeting rotations to include:
  - Opportunities for Learning Areas to work together
  - CARE meetings
- Schedule workshops for staff and students which increase capacity in using:
  - Daymap (week 1 term 1 of each year for students)
  - OneDrive and MS Teams

- Build on extra curriculum activities:
  - Begin the implementation of a House system that connects wellbeing, attendance, learning, engagement, and achievement
  - Establish a sustainable 'homework club' structure for all students
  - Implement lunchtime programs that are student designed and led
- Increase parent/carer engagement through:
  - Holding acquaintance nights for each year level (during LAM time – not as an 'extra')
  - Ensuring communication with parents/ families is timely
  - Increased use of social media platforms (Facebook), EdSmart and email to highlight learning activities and student achievement
- Review BYOD and laptop loan centre policy to ensure equity of access to technology for all students
- Develop a site statement about student agency, equity and inclusivity and apply this lens across all our work
- Work towards classroom ownership to ensure the environment we all work in is well maintained and conducive to learning

During 2023 and into 2024

Document, implement and embed systems and structures which underpin quality teaching and learning including:

- Peer to peer observations
- Two-way feedback loops (teacher to student; student to teacher)
- Scheduled PL time to analyse data and planwww learning using data informed practices
- Differentiated PL for ECTs
- Teaching and Learning workshops, facilitated by staff, to amplify high quality teaching practices across our site
- Review and implement a whole school approach to monitoring, tracking and responding to attendance, including:
  - Positive attendance calls
  - Review of lateness to class procedures
- Review and implement whole school approach to transitional processes for students coming in, moving through, and leaving our site
- Document and implement a whole school career strategy that addresses the increased opportunities for work experience and builds students' capabilities for the 21st century world of work
- Continue to develop a culture of collaboration and sharing through:
  - Re-establishing collective use of student agency through co-design
  - Implementation of student run assemblies – for students to share successes
  - SLG at middle and senior years feeding into CARE and staff briefings (2-way feedback loops)
  - Extending social media platform to Instagram with a focus on learning and achievement

- Implement systems and structures to increase home – school communications
  - Newsletters
  - Emails
- Document and implement an action plan to improve IT infrastructure, systems, and structures
- Review CARE structure and whole site commitment to implementation
- Review and extend proactive programs

For consideration in Term 4, 2024 to implement in 2025

- SIP to reflect a whole school approach for numeracy improvement
- Work to increase presence of community groups in the school
- Explore timetable structures which supports team teaching opportunities
- Design and implement a PLC system
- Provide PL to build staff IT capabilities to complement teaching practices and accelerate learning opportunities for students
- Extend opportunities for students to share learning with families
- Schedule, implement workshops for parents/carers focused on:
  - Strategies for supporting children's literacy/numeracy development at home
  - Supporting mental health
- Review our curriculum to investigate, pursue and implement sustainable industry links
- Build a system where students:
  - have easy access to their own data
  - understand what their data means
  - use the data to set learning/growth goals
  - monitor their achievement and have the ability to implement response strategies to progress their learning