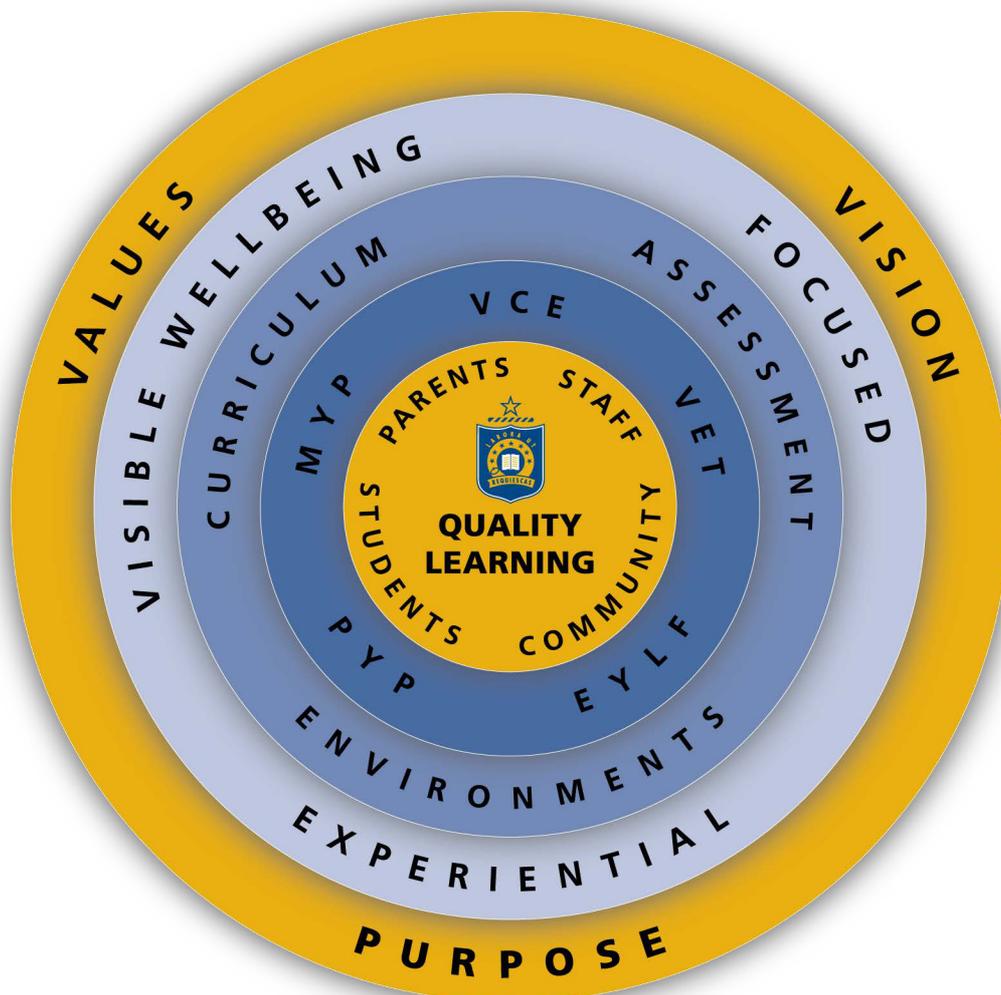




FOCUSED

LINKING OUR TEACHING AND LEARNING PRACTICES TO LIFT STUDENT OUTCOMES

There has been much discussion about the extent to which schools are 'fit for purpose' in terms of capacity to help prepare our students for life in today's increasingly volatile, uncertain, complex and uncertain future. This 'VUCA' world makes our School purpose, "To enable quality learning every day in every experience for every learner for life", an ambitious and increasingly challenging commitment. This statement specifically refers to "every experience", not just every classroom, and all "learners" in our community at Caulfield Grammar School. The measure of our success is visible in the wide variety of student outcomes. Fulfilling our mission clearly requires skillful, adaptive leadership at all levels of our School. This applies to the role of school leadership in challenging the status quo, and initiating innovative structural changes while avoiding fads. These changes are relatively straight-forward compared with the 'leader shift' and complex cultural change occurring across our School, captured in the collaboratively developed 'compass' guiding our course.



TEACHER AGILITY AND STUDENT AGENCY

Campus-based Teaching and Learning Teams have responsibility for developing collective ownership our strategic Teaching and Learning priorities. Maintaining our commitment to foundation work on formative practice, our FOCUSED model provides the lens through which we have been designing all our curriculum and assessment practices. This model is designed to develop teacher agility and student agency by continuously improving feedback, ownership, collaboration, understanding students, ubiquitous use of technology, specific learning intentions, experiential learning opportunities and data informed success criteria.

COLLABORATION AND VISIBILITY

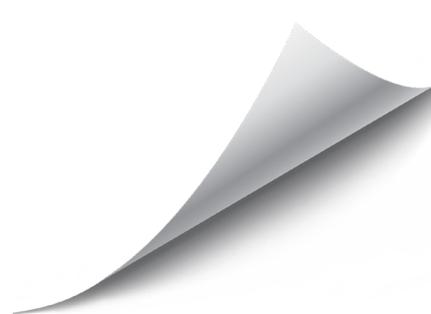
AccessCGS is the online learning environment that has been implemented to support the shift from content delivery to more collaborative and visible learning processes. Developing the functionality of AccessCGS to enable parent access is lending further support to more collaborative and visible learning processes so that learning can continue at home.

EMBEDDING AN INQUIRY FOR DEEPER UNDERSTANDING

Our Junior Schools continue to collaboratively embed the IB Primary Years Programme (PYP). The high calibre of the work from our Year 6 exhibitions, integrity and consistency of our classroom practices, confidence of our students, as well as our collaborative approach to practice and policy development have all received high praise from our international advisers. The purposeful refurbishment of facilities has enhanced the functionality of the 'environment as educator', and our flexible Learning Project facilities have earned our collaborative planners a prestigious international award for design.

CONSISTENCY LANGUAGE PRACTICE ACROSS ALL AREAS OF THE MIDDLE SCHOOL

Our secondary school teachers are embedding the inquiry-based Middle Years Programme (MYP) framework to improve learning outcomes by moving to a focus on authentic learning experiences underpinned by the IB learner profile. Approval of our candidacy has enabled us to implement our MYP Action Plan for Years 7-9. Our professional learning is enabling us to further develop MYP curriculum design skills and assessment processes to continue to satisfy Australian Curriculum requirements. Context specific practices are in progress at our Yarra Junction and Nanjing campuses, while foundation work in developing discipline specific inquiry units and assessment practices is continuing. Transferable skills acquired through the MYP provide a rigorous foundation for the senior years, and the changes do not assume or require.



DATA-INFORMED LEARNING PROCESSES

Assessment efforts are devoted to improving policy and practice to gather evidence of learning and deep understanding to provide timely feedback and student reflection opportunities. Our school-wide data group, has also been focusing on a review of school-wide application of big data sets (e.g. PAT, NAPLAN and VCE). Industry standards for RTOs are maintained through professional learning, and processes to certify students.

WELL BEINGS AT CAULFIELD GRAMMAR SCHOOL

Our Visible Wellbeing approach is designed to ensure that all our endeavours positively impact the confidence, competence and self-efficacy of all learners in our community. As part of our partnership with Professor Lea Waters, participants (including students, staff, parents, Council members) have attended professional learning to practically embed the six pathways to supporting well beings at Caulfield Grammar School. Coaching for the Implementation Team from all areas of the school is being provided, and school based strategies are being developed to explicitly link our School values, IB learner profile and signature strengths. Our continuing efforts to link and align these complex changes in practice to improve curriculum design and learning experiences will always be critical to our success in lifting outcomes for all learners at Caulfield Grammar School. Our teachers are passionate about developing student-centred and strategies to help prepare all our learners for a VUCA world. Our leadership teams will continue to support the teacher-focused practices, so we are consistently modelling our commitment to responding to "Volatility with Vision, Uncertainty with Understanding, Complexity with Clarity, and Ambiguity with Agility" (O'Shea, 2017).

