# Recipient Details

Name of organisation or individual: [O] South East Secondary Schools Alliance (11 schools with secondary enrolments in Limestone Coast region)

Reference Type: Education association

State or territory: SA

Serial Identification Number: 477936

# Responses

## Curriculum and assessment

Assessment processes such as: SACE assessment online, NAPLAN online, Wellbeing Survey online etc - rural and remote schools are affected by technology issues

SKYPE in schools with good internet would be useful for innovative curriculum delivery

Better and more equitable internet and protocols (access and flexibility to support learning)

amount of content vs capabilities is a concern - what is important - deep learning, transferability, knowledge and application

open access is successful for some students but not all - budget constraints usually force this option - more flexibility with staffing to be innovative (eg in region where there are 5 specialist maths classes across 5 schools all with only 5 -6 students - how can this be done differently - eg link with University, blocks of learning with one teacher - innovative timetabling, putting the best teacher in front of the kids) - perhaps senior school Year 12 run more like university in timetabling

Currently have this happening on small scale with Wattle Range Education Network - best teacher in front of the kids

Rating: 3

## Teachers and teaching

Attraction and retention to regional schools – quality teachers & leaders

PD to support regional areas – develop capacity (not in the city from 4 – 6pm!)

Supply and demand issues especially specialist areas (eg design tech)

Graduate support

Aspiring leaders programs to develop leader capacity

Innovative approaches – changes to HR practices, more autonomy / greater incentives, greater flexibility in sharing quality staff across sites, local decisions

Universities – practicums – a program that attracts and identifies quality graduates (experimental visits)

Spouse support – eg jobs / working with local government / RDA to support jobs

Incentives – extra day, funding to return to a major city, rent and utilities, family support, marry a local campaign

There are no initiatives that help in this way

Advertising "lead teacher" positions may help when more teachers are accredited

Country scholarships used to work quite well – where are they?

Career change teachers who could use trade qualifications to immediately teach and complete teacher qualifications on the job

Tyranny of distance means professional learning communities in learning areas are difficult – funding for half day PLCs would be useful

Lengthen requirement of tenure for ongoing positions

Benefits of living in country need to be promoted much more strongly

Scholarships for country students to study in capital city and then come back for a guaranteed five years

Improved country incentives / allowances

Rating: 7

## Leaders and leadership

•        Providing resources in the site to manage "crap" jobs – like DPTI/Buses / swimming pools / WHS

•        Attraction and Retention packages

•        Expectations on leaders to work beyond the school / engage the community

•        Social capital – less support services

•        Ancillary staff – quality

•        HR supporting leaders in process like underperformance (removing the process from the responsibility of the site leader who lies alongside them)

•        Support for leaders from central for many areas

•        Flexibility / more autonomy

•        Underperformance process is debilitating and too lengthy

•        Improved opportunities to build leadership capacity within your own site – that's where they're going to come from

•        System wide we don't hear the positive stories from leaders or about leaders – why would anyone want to do this role when all they hear or tell

•        Aspiring leaders work shadowing current leaders (funding needed) has worked well in the past

•        Greater flexibility needed in clustering small schools together and building leadership structures around them – eg one principal over multiple sites with leaders in pedagogy, teaching and learning etc – different model to suit local context

Rating: 5

## School and Community

• How do we expose rural students to the breadth of options in order for them to aspire beyond what is modelled in their community?

• Priorities of communities to remain viable and sustainable – students returning to give 'service' to their community. Stem the drain of young people leaving for metro

• Generational poverty / aspiration to go to further study

• Scaling problem based learning / connection with industry which allows for career exploration at the same time – allowing for more of this to happen and the supports needed to broker the relationships between the school and industry

• Making it easier for country students to go to Uni – accommodation, transport, costs

• Expand University courses available regionally

• Scaling authentic learning that is happening in region. Schools connected to business / community for learning – lots of spin off effects in teacher practice, deeper learning, problem solving, careers and building school as a community of learning

• Having people like the DECD Business Partnership Managers to make the links and build models of learning – need more of them

Rating: 7

## Information and Communication Technology

• Have no limits on access and consistency of access

• Better access for students at home – eg local communities

• "Global Classroom" vision – this would support reduced travelling, access to qualifications and teachers and learning across the globe

• Barriers include: DECD restrictions and paperwork, local service and expense, infrastructure

• Internet access is a massive barrier at school and in the home

• Staffing is an issue as always (coding, tech, digital – PD needed)

• Access to technicians

• Systems across the state are not consistent

• Video conferencing through DECD filers is a nightmare

• IT can also be a massive distraction – its not always going to improve educational outcomes

Rating: 6

## Entrepreneurship and schools

• DECD broaden their views and processes to allow more autonomy for schools and decision making

• Students allowed to "own" their intellectual property and make financial gain from entrepreneurial endeavours

Rating: 6

## Improving access – enrolments, clusters, distance education and boarding

• Sharing teachers across sites in specialist areas would be a good start

• Moving beyond 9 – 3.30 school hours

• Could move to multiple start and finish times

• Recording lessons that are then available for later use or absent students – these resources can be shared

• HR flexibility should enable support services outside what we're allowed to have – eg speech pathologists, GPS, from outside the system

Rating for enrolments: 3

Rating for clusters: 5

Rating for distance education: 5

Rating for boarding: 0

## Diversity
Rating: 5

## Transitioning beyond school
to focus on country students being able to access youth allowance when at University away from home WITHOUT having to work 2 jobs during their "gap year". This is a massive equity issue. It also impacts success at Uni - if students need to work for a year to earn enough money just to live in a capital city to study - they are losing lots of the current "knowledge" they have eg student studying chemistry and biology going to study applied biology at Uni - after a year how much have they retained, harder to feel like going to uni.

Cheaper accommodation options to support rural students live in cities whilst at Uni - $500 at week for uni colleges not affordable.

Rating: 6

## Additional Comments
Innovative strategies occurring in Limestone Coast re the STEM strategy. This is a focus on whole community with the aim of breaking 5th generational unemployment through a coordinated strategy focused on 4 key areas: Developing Powerful Learners, Equipping Expert Teachers, Developing Partnerships with Business & Industry and Building Community Capacity. The strategy is aimed at supporting our region to have the skills necessary to thrive in the global economy and move from some of the "traditional" low levels jobs that will no longer exist due to technology changes.

It is about connecting research agencies, education providers, industry, business and community organisations to advance and support students through a coordinated and collaborative approach to create innovative and transformative education and outcomes for students. Supporting students to gain the perseverance and proactive dispositions they need to grasp opportunities that lead to success in life.