

School Strategic Plan 2018-2022

Maryborough Education Centre (8845)



Learning for Life

Submitted for review by David Sutton (School Principal) on 04 December, 2018 at 04:37 PM

Endorsed by Amanda Hubber (Senior Education Improvement Leader) on 06 December, 2018 at 09:51 AM

Endorsed by Paul Rumpff (School Council President) on 06 December, 2018 at 05:02 PM

School Strategic Plan - 2018-2022

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School vision	To be an inclusive, connected and flourishing learning community.
School values	<p>Maryborough Education Centre</p> <p>Our vision is to be an inclusive, connected and flourishing learning community</p> <p>We value</p> <p>Aspiration Kindness Respect</p> <hr/> <p>ASPIRATION</p> <ul style="list-style-type: none">• Set ambitious goals, dream big and believe in our ability to grow• Strive for excellence and plan to achieve our best, while being happy with who we are• Be courageous by stepping outside our comfort zone to embrace challenges and learn from our mistakes• Seek out positive role models• Believe in others and encourage them to excel• Activate our curiosity and work to make the world a better place• Aim to be good people, good friends and good community members <p>KINDNESS</p> <ul style="list-style-type: none">• Include others by being open and friendly while being generous with our time• Treat everyone fairness and dignity and show courtesy and manners• Interact with understanding, consideration and care• Be non-judgemental

	<ul style="list-style-type: none"> • Understand the strength of compassion and consciously act with empathy and forgiveness • Be mindful and allow others the opportunity to learn at all times • Welcome newcomers and visitors • Value and celebrate diversity and promote inclusion <p style="text-align: center;">RESPECT</p> <ul style="list-style-type: none"> • Listen with an open mind and encourage all to have a voice • Know and follow the school rules and expectations • Show pride, belief and optimism in ourselves and our school • Appreciate what we have and look after our equipment • Treat the environment with care for the future acknowledging our role as global citizens • Recognise and celebrate the achievements of others • Support and protect the right of others to learn
Context challenges	<p>The Pre Review Self Evaluation and the Review found the key challenges for the school are to:</p> <ul style="list-style-type: none"> • Become a more forward looking, optimistic learning centred school • Develop an aspirational culture amongst the entire school community • Set high expectations for every level of the school • Develop the collective efficacy of all staff • Improve the use of data and assessment practices in planning • Consistently implement high impact teaching strategies through the school's instructional model • Consistently use positive frameworks to strengthen relationships and connectedness • Improve student attendance • Develop greater levels of student voice and agency to inform teaching and learning • Explore ways to maximize the benefits of our P-12/Specialist structure
Intent, rationale and focus	<p>Maryborough Education Centre has two goals and these are:</p> <ul style="list-style-type: none"> • To improve the learning outcomes for all students • To increase student connectedness to and engagement in learning. <p>It is important for the school to achieve these goals so our students can achieve their full potential by becoming informed, active and engaged community members. Our community is a proud and resilient community and it is an important source of support and</p>

partnerships for the school. We acknowledge that many of our students face a range of challenges and barriers. Setting high expectations for all and providing the required support, is vital to ensure our students have every opportunity to maximise their learning and development opportunities and complete an education that prepares them for life beyond school. Over the life of this Strategic Plan, the school will prioritize the following:

- Developing a relentless focus on learning in the classroom in order to improve learning outcomes for all students
- Embedding our new Vision and Values statements
- Improving the proportion of positive exit destinations for our school leavers
- Improving student attendance across P-12
- Implementing the Victorian Teaching and Learning Model
- Ensuring all teaching staff are actively engaged in a Professional Learning Community
- Developing and fostering new partnerships in the community and beyond
- Ensuring the expectations spelled out for all staff are followed with a high degree of fidelity
- Facilitating greater engagement from parents in student learning
- Ensuring greater involvement from paramedical professionals to better meet the learning and emotional needs of the students

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Goal 1	To improve learning outcomes for all students.																				
Target 1.1	<p>NAPLAN:</p> <p>Increase the percentage of students achieving NAPLAN assessments in the top 2 bands from 2017 benchmarks (table below) to 2022 Targets (see table below)</p> <table border="1" data-bbox="667 662 1839 967"> <thead> <tr> <th colspan="5">2017 Percentage of students in top 2 NAPLAN bands</th> </tr> <tr> <th></th> <th>Numeracy 2017</th> <th>Reading 2017</th> <th>Numeracy 2022 Target</th> <th>Reading 2022 Target</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>14%</td> <td>13%</td> <td>20%</td> <td>30%</td> </tr> <tr> <td>Year 9</td> <td>12%</td> <td>6%</td> <td>20%</td> <td>20%</td> </tr> </tbody> </table>	2017 Percentage of students in top 2 NAPLAN bands						Numeracy 2017	Reading 2017	Numeracy 2022 Target	Reading 2022 Target	Year 5	14%	13%	20%	30%	Year 9	12%	6%	20%	20%
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Target 1.2	<p>1.2 Specialist Setting Target - Victorian Curriculum Learning Growth</p> <ul style="list-style-type: none"> • Increase the percentage of students progressing within a Victorian Curriculum level in Literacy, Mathematics, and Personal and Social Capability from the benchmarks of 85%, 70% and 73% respectively 2017 to 90%, 75% and 76% benchmarks over the three years to 2020. 																				

- | 2017 Percentage of progressing within or across Victorian Curriculum Bands | English | Mathematics | Personal & Social Capability | |
|--|------------|-------------|------------------------------|-----|
| Level A | 100% | 67% | 0% | |
| Level B | 87.5% | 67% | 67% | |
| Level C | 100% | 55% | 86% | |
| Level D | 100% | 100% | 100% | |
| Level F | 100% | 86% | 100% | |
| Level 1 | 100% | 100% | Level 1 & 2 | 82% |
| Level 2 | 67% | 75% | | |
| Level 3 | 100% | 78% | Level 3 & 4 | 60% |
| Level 4 | 100% | 67% | | |
| Level 5 | 100% | NA | Level 5 & 6 | NA |
| Level 6 | NA | 0% | | |
| Total | 85% | 70% | 73% | |

- Increase the percentage of students progressing one or more Victorian Curriculum levels in Literacy, Mathematics, and Personal and Social Capability from the benchmarks of 70%, 23% and 18% respectively 2017 to 75%, 26% and 21% benchmarks over the three years to 2020.

- | 2017 Percentage of progressing one or more Victorian Curriculum Bands | English | Mathematics | Personal & Social Capability |
|---|---------|-------------|------------------------------|
| Level A | 100% | 67% | 0% |

	Level B	62.5%	22%	67%	
	Level C	100%	75%	14%	
	Level D	100%	67%	50%	
	Level F	50%	57%	50%	
	Level 1	100%	80%	Level 1 & 2	45%
	Level 2	44%	37.5%		
	Level 3	100%	78%	Level 3 & 4	10%
	Level 4	50%	67%		
	Level 5	100%	NA	Level 5 & 6	NA
	Total	70%	23%	18%	
Target 1.3	<p>Exit destination:</p> <p>Increase the percentage of students with a positive exit destination from 77% to 85%. (Positive exit is defined as fulltime education, work or further training pathway). We will use local 6 month check in phone call to measure this target.</p>				
Target 1.4	<p>VCE:</p> <p>VCE English Study Score from 22.4 (2017 benchmark) to VCE English score - 24 (2022 benchmark) as reported by the VCAA.</p>				

Target 1.5	VCE and VCAL completion rates: VCE and VCAL completion rate to increase from 76% to 80% as reported in the School Performance Report.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Develop teacher capacity to use data to plan and deliver effective point of need teaching strategies to implement the Victorian Curriculum.
Key Improvement Strategy 1.b Evaluating impact on learning	Improve formative assessment to achieve accurate teacher judgements and inform planning for teaching and learning and differentiation.
Key Improvement Strategy 1.c Building practice excellence	Develop and embed Professional Learning Communities (PLCs) to implement collaborative planning, teaching, assessment and moderation through improved teacher collective efficacy.
Key Improvement Strategy 1.d Curriculum planning and assessment	Create and embed the instructional model as a consistent approach to teaching.
Key Improvement Strategy 1.e Building practice excellence	Develop and embed student agency and voice to inform teaching and learning.
Key Improvement Strategy 1.f Building leadership teams	Implement a leadership structure that creates a whole school approach to leadership and the implementation of school directions.
Goal 2	To increase student connectedness to and engagement in learning.
Target 2.1	 Increase student attendance rate from 69% (2018) to 87.0% (2022 target) as reported in the School Performance Report.

<p>Target 2.2</p>	<p>2.2 Student Attitudes to School survey: Stimulated learning – increase in percentage of positive responses from 2018 level to 2022 SSP target Learning confidence - increase in percentage of positive responses from 2018 level to 2022 SSP target Bullying data – increase in percentage of positive responses from 2018 level to 2022 SSP target -see table below</p> <table border="1" data-bbox="667 635 1608 1058"> <thead> <tr> <th colspan="4">Student Attitudes to School survey 2018 benchmark positive responses using School Performance Report</th> </tr> <tr> <th colspan="2"></th> <th>2018</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Stimulated Learning</td> <td>Years 5- 6</td> <td>70.3%</td> <td>75%</td> </tr> <tr> <td>Years 7-12</td> <td>48.2%</td> <td>55%</td> </tr> <tr> <td rowspan="2">Sense of Confidence</td> <td>Year 5-6</td> <td>76.9%</td> <td>80%</td> </tr> <tr> <td>Years 7-12</td> <td>54.2%</td> <td>60%</td> </tr> <tr> <td rowspan="2">Managing Bullying</td> <td>Years 5-6</td> <td>72%</td> <td>75%</td> </tr> <tr> <td>Years 7-12</td> <td>43.2%</td> <td>55%</td> </tr> </tbody> </table>	Student Attitudes to School survey 2018 benchmark positive responses using School Performance Report						2018	2022 Target	Stimulated Learning	Years 5- 6	70.3%	75%	Years 7-12	48.2%	55%	Sense of Confidence	Year 5-6	76.9%	80%	Years 7-12	54.2%	60%	Managing Bullying	Years 5-6	72%	75%	Years 7-12	43.2%	55%
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<p>Target 2.3</p>	<p>Parent Opinion survey:</p>																													

	Stimulated learning environment from 25th percentile (2017) against percent endorsed of other Primary/Secondary school to 30th percentile (2022 target)
Target 2.4	<p>Staff survey:</p> <p>Teacher collaboration from 2018 level of 59% positive responses to 63% 2022</p> <p>Staff collective efficacy from 34.2% in 2018 to 40% (2022)</p> <p>Staff trust in Students and Parents from 2018 level of 35% positive responses to 38% (2022)</p>
Key Improvement Strategy 2.a Vision, values and culture	Embed vision and values as a framework to build connectedness and relationships.
Key Improvement Strategy 2.b Building communities	Develop and embed a growth mindset across the school community with a focus on improving student outcomes.
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Consistently use of school wide positive frameworks to strengthen relationships, student connectedness, wellbeing and attendance and to be responsive and empathic to the needs of the school community.
Key Improvement Strategy 2.d Setting expectations and promoting inclusion	Engage the whole community to improve student attendance.
Key Improvement Strategy 2.e Empowering students and building school pride	Develop student agency, voice and leadership to improve connectedness and engagement in learning.

