

School Strategic Plan 2022-2026

Maryborough Education Centre (8845)



Learning for Life

Submitted for review by David Sutton (School Principal) on 04 October, 2022 at 12:27 PM

Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 04 October, 2022 at 03:08 PM

Endorsed by Anita Ford (School Council President) on 04 October, 2022 at 05:32 PM

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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• Understand the strength of compassion and consciously act with empathy and forgiveness• Be mindful and allow others the opportunity to learn at all times

	<ul style="list-style-type: none"> • 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"> • Embed the routines and daily practices that allow all students to be ready to learn • Continue to develop an aspirational culture amongst the entire school community • Set high expectations for every level of the school • Embed the Professional Learning Community work across the whole school • 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 maximise learning growth for all students • To enhance student wellbeing and engagement <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 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:</p>

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| | <ul style="list-style-type: none">• Embedding our relentless focus on learning in the classroom in order to improve learning outcomes for all students• Ensuring all teachers work constructively in Professional Learning Communities where they follow the enquiry cycle and make more effective use of student data• Improving the proportion of positive exit destinations for our school leavers• Improving student attendance across P-12 and specialist• Implementing our teaching and learning model with consistency• Developing a whole school, team approach to student engagement and wellbeing• Developing and fostering new partnerships in the community and beyond• Ensuring the ready to learn 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	Maximise learning growth for all students
Target 1.1	<p>By 2026, increase the average percentage of Years 1–6 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in:</p> <ul style="list-style-type: none">• Reading and viewing from 62 per cent (2021) to at or above 75 per cent• Writing from 65 per cent (2021) to at or above 75 per cent• Number and Algebra 57 per cent (2021) to at or above 75 per cent.
Target 1.2	<p>By 2026, increase the average percentage of Years 7–10 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in:</p> <ul style="list-style-type: none">• Reading and viewing from 38 per cent (2021) to at or above 60 per cent• Writing from 44 per cent (2021) to 60 per cent at or above• Number and Algebra 49 per cent (2021) to at or above 60 per cent.
Target 1.3	<p>By 2026, improve the percentage of students in the Specialist Setting (Semester 2 to Semester 2) achieving growth from one level to another in the Victorian Curriculum:</p> <ul style="list-style-type: none">• English from 29 per cent (2021) to at or above 75 per cent• Mathematics from 37 per cent (2021) to at or above 50 per cent• Personal and Social Capabilities from 34 per cent (2021) to at or above 50 per cent.

Target 1.4	<p>By 2026, increase the percentage of students in NAPLAN Top 2 bands of:</p> <ul style="list-style-type: none"> • Year 5 students in Writing from three per cent (2022) to 15 per cent and Numeracy from zero per cent (2022) to 16 per cent • Year 7 students in Writing from nine per cent (2022) to 16 per cent and Numeracy from eight per cent (2022) to 16 per cent • Year 9 students in Reading and viewing from nine per cent (2022) to 15 per cent, Writing from seven per cent (2022) to 15 per cent and Numeracy from nine per cent (2022) to 18 per cent.
Target 1.5	<p>By 2026, improve the percentage of positive endorsement of Years 7–12 AtoSS factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 63 per cent (2021) to at or above 75 per cent • Self-regulation and goal setting from 54 per cent (2021) to at or above 65 per cent.
Target 1.6	<p>By 2026, improve the positive responses on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Professional learning through peer observation from 19 per cent (2021) to at or above 60 per cent • Seek feedback to improve practice from 31 per cent (2021) to at or above 60 per cent.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed a whole school approach to Writing

<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen a consistent whole school approach to high-quality instructional practice in Mathematics</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build teacher capacity to differentiate learning and make reasonable adjustments to meet students at their point of need.</p>
<p>Key Improvement Strategy 1.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Enhance professional learning community processes for developing feedback, coaching and observations that lead to reflection and improvement in practice.</p>
<p>Goal 2</p>	<p>Enhance student wellbeing and engagement.</p>
<p>Target 2.1</p>	<p>By 2026, decrease student absences of 20 plus days in Years F–6 from 40 per cent in (2021) to 25 per cent and Years 7–12 from 61 per cent (2021) to 35 per cent.</p>
<p>Target 2.2</p>	<p>By 2026, increase the AtoSS factors:</p> <ul style="list-style-type: none"> • Sense of confidence percentage positive endorsement in Years 4–6 from 76 per cent (2021) to 80 per cent, Years 7–9 from 54 per cent (2021) to 65 per cent and Years 10–12 from 52 per cent (2021) to 65 per cent • Stimulated learning positive endorsement in Years 4–6 from 68 per cent (2021) to 75 per cent, Years 7–9 from 53 per cent (2021) to 65 per cent and Years 10–12 from 57 per cent (2021) to 65 per cent

	<ul style="list-style-type: none"> • Student voice and agency positive endorsement in Years 4–6 from 60 per cent (2021) to 70 per cent, Years 7–9 from 42 per cent (2021) to 55 per cent and Years 10–12 from 47 per cent (2021) to 55 per cent.
Target 2.3	<p>By 2026, raise the POS percentage positive endorsement of:</p> <ul style="list-style-type: none"> • Student voice and agency factor from 68 per cent (2021) to at or above 75 per cent • Stimulating learning environment factor from 71 per cent (2021) to at or above 75 per cent.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to improving student attendance
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement a whole school approach to student engagement and wellbeing
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen staff capability to activate student voice and agency

