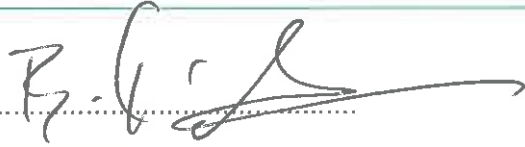



School Strategic Plan for Maryborough Education Centre - 8845 2015-2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed: </p> <p>Name: Bernard Healy</p> <p>Date:</p>
<p>Endorsement by School Council</p>	<p>Signed: PAUL RUMPFER </p> <p>Name: Paul Rumpff.</p> <p>Date:</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed:</p> <p>Name:</p> <p>Date:</p>

School Profile

<p>Purpose</p>	<p>Maryborough Education Centre is a school where the children and the youth of this community can learn and grow in a supportive, respectful and inclusive environment, where everyone is on a strong learning journey, and where positive and supportive relationships form the basis of all our work. We consistently empower students to strive for challenging aspirations. Students are supported in following their interests and passions through multiple pathways that will successfully lead to positive outcomes in further education, training or employment . The school has a key role in supporting, and working with the wider community in meeting the challenges faced by Maryborough and district. We have a commitment to Collective Impact and the empowerment of the community to re-define its destiny in a positive way.</p>
<p>Values</p>	<p>Our school values have been developed in consultation with the whole community. They are:</p> <ul style="list-style-type: none"> • Consistency • Achievement • Respect • Enjoyment • Inclusion • Safety
<p>Environmental Context</p>	<p>Social – community and demographics</p> <ul style="list-style-type: none"> • On a single site the school comprises facilities for primary, secondary and special needs education • The school is highly integrated with a common set of values and behavioural and learning expectations for all • Overall enrolment numbers are reflecting the demographics of the Maryborough community • Strong and supportive School Council and parent involvement is encouraged. • Committed Student Representative Council and a strong student leadership structure • Enthusiastic, professional staff team consisting of 76 effective full-time teachers and 47 school support staff. • Productive partnerships with Central Goldfields Council through the Go Goldfields initiative, University of Melbourne Network of Schools, Central Goldfields Linking Learning Project, service clubs and community groups, Goldfields Schools Network, and Goldfields Business Group • The school has a Student Family Occupation of .678 <p>Educational</p> <ul style="list-style-type: none"> • Provision of a vibrant and productive education, Foundation to 12 and Specialist Education. • Implementation of Professional Learning Teams to enhance staff effectiveness in best meeting the learning needs of all students • VCE, VET and VCAL courses • Trade Training Centre • Excellent further education pathways established and successful tertiary placements for students. • Many enhancement and enrichment opportunities for students such as art, music, instrumental music, musical productions, competitions, after-school activities, and sporting activities.

	<p>Technological</p> <ul style="list-style-type: none"> • Bring Your Own Device computer provision is being phased in from 2015 • Provision of computer suites and notebook trolleys are established throughout the school. • Internet and intranet use is supported • Data projectors in all learning areas <p>Environmental – grounds and facilities</p> <ul style="list-style-type: none"> • Classrooms modern and are traditional in their layout • Grounds improvements have included the construction of a new oval, primary playspace, Centre Heart development and extensive landscaping in recent years • Additional playground equipment, landscaping and outdoor enhancements are planned for
<p>Service Standards</p>	<p>General</p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communication • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan • The school provides students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment so students can achieve their full potential. • Students will receive instruction that is adapted to their individual needs. <p>Specific</p> <ul style="list-style-type: none"> • The school will respond to all communication by parents and caregivers in a timely manner. • Parents will be engaged regularly when their child does not behave in a socially acceptable manner. • All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<ul style="list-style-type: none"> To improve the students learning growth across all areas through improved oral language and reading 	<ul style="list-style-type: none"> Increase the percentage of students showing 12 months growth in numeracy and literacy Improve the all study mean from 24 in 2014 to 26 in 2018 Increase the percentage of students who demonstrate above the expected level in AusVELS Increase in the number of students who satisfactorily complete VCAL or find suitable employment Reduce the percentage of students in the low category of NAPLAN of relative gain 	<ul style="list-style-type: none"> Use specific and consistent data sets to monitor student growth in order to have greater precision in teaching Develop and implement a whole school approach to oral language and reading in order to improve literacy outcomes Build teacher capacity to identify and teach to each students point of learning
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<ul style="list-style-type: none"> Increase the active engagement of all students in their learning Increase the level of self-efficacy for all students 	<ul style="list-style-type: none"> Increase teacher capacity to effectively manage student behaviour under the school wide positive behaviour framework Implementation of the student voice survey Implementation of the Learning Assets model of engagement 	<ul style="list-style-type: none"> All teachers and teacher assistants to have completed the DET Preventing Extreme Behaviour Modules Create opportunities within the school community for student voice and leadership Create a whole school culture of high expectations Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community

<p>Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<ul style="list-style-type: none"> • Ensure all members of the school community feel they are in a safe and supportive learning environment • Enhance the well-being of all students in the school • Increase the capacity of vulnerable students to attend class ready to learn 	<ul style="list-style-type: none"> • Increase students' connectedness to peers • Increase students' connectedness to school • Increase student safety across the school 	<ul style="list-style-type: none"> • Build the capacity of students to be resilient, socially responsible and respectful in all their relationships • Develop processes and programs that support the mental health of our students • Create high quality services and interventions for children with multiple needs
<p>Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<ul style="list-style-type: none"> • Improve communication with the school and broader community • Improve the effective and efficient use of school resources • Increase the capacity of the school to function as a strategic organisation 	<ul style="list-style-type: none"> • Maintain an annual budget surplus • Increase the percentage of students in foundation and year seven in the local cohort enrolled in M.E.C.. • Increase student rating of individual teachers on the student voice survey 	<ul style="list-style-type: none"> • Build a whole school culture that seeks to inform, invites participation and embraces feedback from the community • Create a whole school culture of accountability and feedback • Development of a whole school professional learning plan that is supported by an accessible budget. • The principal team will meet with the Performance & Development Culture team leaders to coordinate the achievement of school priorities and targets.

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies	Action	Achievement Milestone
<p>Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning.</p>	<p>Year 1</p> <p>Improve teacher practice through the application of AVID strategies</p> <p>Develop oral language and reading strategies based on the work with UMNOS</p> <p>Enhance understanding and use of performance data through timetabled whole staff discussion sessions</p> <p>Establish structured team peer feedback processes focused on literacy teaching</p> <p>Appoint UMNOS Success Coordinators</p> <p>Joint numeracy teacher planning between F-6, 7-12 and Specialist</p>	<p>Professional Learning Teams consolidated and meet regularly with discussion focused on teaching and learning</p> <p>Implement peer feedback sessions on classroom practice.</p> <p>Introduce an oral language continuum.</p> <p>Active participation in the UMNOS program</p> <p>Each team planning session having a link to student performance data</p> <p>Consistent approaches to the teaching of mathematics across the school.</p>
	<p>Year 2</p> <p>Continue to improve teacher practice through the application of AVID strategies</p> <p>Implement oral language and reading strategies based on the work with UMNOS</p> <p>Further enhance understanding and use of performance data through timetabled whole staff discussion sessions</p> <p>Review and develop structured team peer feedback processes focused on literacy teaching</p> <p>Support UMNOS Success Coordinators in implementing school wide strategies</p> <p>Maintain joint numeracy teacher planning between F-6, 7-12 and Specialist</p>	<p>Support and monitor Professional Learning Teams</p> <p>Consolidate peer feedback sessions on classroom practice.</p> <p>Implement the strategies outlined in the oral language continuum.</p> <p>Continue active participation in the UMNOS program</p> <p>Continue to have team planning sessions to link to student performance data</p> <p>Teacher performance plans demonstrating use of performance data for class planning</p> <p>Maintain approaches to the teaching of mathematics across the school.</p>

	<p>Year 3</p>	<p>Maintain improved teacher practice through the application of AVID strategies</p> <p>Maintain and improve oral language and reading strategies based on the work with UMNOS</p> <p>Further enhance understanding and use of performance data through timetabled whole staff discussion sessions</p> <p>Review and develop structured team peer feedback processes focused on literacy teaching</p> <p>Support UMNOS Success Coordinators in implementing school wide strategies</p> <p>Maintain joint numeracy teacher planning between F-6, 7-12 and Specialist</p>	<p>Continue to support and monitor Professional Learning Teams</p> <p>Further consolidate peer feedback sessions on classroom practice.</p> <p>Further implement the strategies outlined in the oral language continuum.</p> <p>Continue active participation in the UMNOS program</p> <p>Continue to have team planning sessions to link to student performance data</p> <p>Monitor teacher performance plans demonstrating use of performance data for class planning</p> <p>Maintain approaches to the teaching of mathematics across the school.</p>
	<p>Year 4</p>	<p>Review school progress against actions and achievement milestones</p>	<p>All staff involved in reflective practice against teaching and learning</p>
<p>Build the capacity of staff to implement an approach to teaching and school wide management that supports an engaging and productive learning environment.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> • Increase teacher capacity to effectively manage student behaviour under the school wide positive behaviour framework • Implementation of the student voice survey • Implementation of the learning assets model of engagement • Review student opinion data trends related to student engagement and conduct issues forums with student groups • Review parent opinion data trends related to student engagement 	<ul style="list-style-type: none"> • All teachers and teacher assistants to have completed the DET Preventing Extreme Behaviour Modules • Teachers reflect on teaching and learning rubric to inform their goals in light of feedback from student voice survey • Values sessions to become a forum for increasing student voice • Refine the use of the SMTool • Increase direct parent contact by classroom teaching staff • Develop a plan to respond to issues raised in the parent opinion survey • Monitor the active participate of the community in engagement programs

		<ul style="list-style-type: none"> • Continue to develop School Wide Community Engagement programs • Establish a calendar of community events 	
	Year 2	<ul style="list-style-type: none"> • Develop strategies to increase student participation in school decision-making – at classroom and whole school levels • Further increase teacher capacity to effectively manage student behaviour under the school wide positive behaviour framework • Continue to implement of the student voice survey • Explicitly teach the learning assets model of engagement • Review student opinion data trends related to student engagement and conduct issues forums with student groups • Review parent opinion data trends related to student engagement 	<ul style="list-style-type: none"> • Implement learning from the DET Preventing Extreme Behaviour Modules • Provide professional development on the DET Preventing Extreme Behaviour Modules for new and returning staff • Create further opportunities within the school community for student voice and leadership • Continue the development of a whole school culture of high expectations • Students articulating the school’s key messages on aspirational culture. • Continue to provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community
	Year 3	<ul style="list-style-type: none"> • Develop strategies to increase student participation in school decision-making – at classroom and whole school levels • Further increase teacher capacity to effectively manage student behaviour under the school wide positive behaviour framework • Continue to implement of the student voice survey 	<ul style="list-style-type: none"> • Refine engagement and wellbeing policies and documents in light of learning from the DET Preventing Extreme Behaviour Modules • Continue to provide professional development on the DET Preventing Extreme Behaviour Modules for new and returning staff • Maintain opportunities within the school community for student voice and leadership • Continue the development of a whole school

		<ul style="list-style-type: none"> • Explicitly teach the learning assets model of engagement • Review student opinion data trends related to student engagement and conduct issues forums with student groups • Review parent opinion data trends related to student engagement 	<p>culture of high expectations</p> <ul style="list-style-type: none"> • Students articulating the school's key messages on aspirational culture. • Continue to provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community
<p>Build the capacity of staff to implement an approach to teaching and school wide practices that supports student wellbeing</p>	<p>Year 4</p>	<p>Review school progress against actions and achievement milestones</p>	<p>All staff involved in reflective practice against teaching and learning</p>
	<p>Year 1</p>	<p>Review and refine orderly environment and well-being, policies and processes to increase staff well-being across the school.</p> <p>Revisit staff and student well-being programs including:</p> <ul style="list-style-type: none"> • Calmer Classrooms • Restorative Practices • Orderly environment policy, protocols and mantras • Learning Assets • School Wide Positive Behaviour Support <p>Form a school image improvement team that consults with all stakeholders to improve students' and families' connectedness to school.</p> <p>Develop an inclusive environment that celebrated the achievements of all students in all facets of school life.</p> <p>Implement the Happy Schools Student Voice Survey to inform teachers on improving their practice.</p> <p>Investigate and conduct a principal class</p>	<p>Policies and processes updated with an implementation plan developed.</p> <p>Professional learning on student well-being programs.</p> <p>School image improvement team formed and meeting regularly</p> <p>Continue changes to major extracurricular events implemented to make them more inclusive which are reflected in greater levels of student participation.</p> <p>Staff use results from Happy School Student Voice surveys to review in conjunction with the Teacher Self-evaluation Reflection Rubric.</p> <p>Principal class team use results from staff survey to review practice.</p> <p>Conduct issues forums with student groups.</p> <p>Strategies implemented following the reflection of the student and parent opinion data surveys.</p> <p>Established professional learning teams.</p>

	<p>team survey to gain feedback on current leadership practice.</p> <p>Review student opinion data trends related to student engagement.</p> <p>Review parent opinion data trends related to student engagement.</p> <p>Develop and refine a clear understanding of professional learning teams across the school</p>	
Year 2	<p>Implement modified orderly environment and well-being, policies and processes and monitor staff well-being across the school.</p> <p>Embed professional learning from staff and student well-being programs.</p> <p>Implement recommendations from school image improvement team.</p> <p>Monitor the acknowledgement of student achievements in all facets of school life.</p> <p>Continue to implement the Happy Schools Student Voice Survey to inform teachers on improving their practice.</p> <p>Conduct a principal class team survey to gain feedback on current leadership practice.</p> <p>Monitor student opinion data trends related to student engagement.</p> <p>Monitor parent opinion data trends related to student engagement.</p> <p>Implement professional learning teams across the school</p>	<p>Policies and processes implemented.</p> <p>Implement professional learning on student well-being programs.</p> <p>Continue to implement recommendations of school image team.</p> <p>Continue changes to major extracurricular events implemented to make them more inclusive which are reflected in greater levels of student participation.</p> <p>Staff use results from Happy School Student Voice surveys to review in conjunction with the Teacher Self-evaluation Reflection Rubric.</p> <p>Principal class team use results from staff survey to review practice.</p> <p>Conduct issues forums with student groups.</p> <p>Strategies implemented following the reflection of the student and parent opinion data surveys.</p> <p>Professional learning teams maintained.</p>
Year 3	<p>Implement and monitor orderly environment and well-being, policies and processes.</p>	<p>Policies and processes implemented</p> <p>Monitor professional learning on student well-being</p>

		<p>Further refine professional learning from staff and student well-being programs.</p> <p>Monitor recommendations from school image improvement team.</p> <p>Monitor the acknowledgement of student achievements in all facets of school life.</p> <p>Continue to implement the Happy Schools Student Voice Survey to inform teachers on improving their practice.</p> <p>Continue to conduct a principal class team survey to gain feedback on current leadership practice.</p> <p>Monitor student opinion data trends related to student engagement.</p> <p>Monitor parent opinion data trends related to student engagement.</p> <p>Monitor professional learning teams across the school</p>	<p>programs</p> <p>Continue to implement recommendations of school image team</p> <p>Continue to refine major extracurricular events implemented to make them more inclusive which are reflected in greater levels of student participation.</p> <p>Staff use results from Happy School Student Voice surveys to review in conjunction with the Teacher Self-evaluation Reflection Rubric.</p> <p>Principal class team use results from staff survey to review practice. Conduct issues forums with student groups.</p> <p>Strategies implemented following the reflection of the student and parent opinion data surveys.</p> <p>Professional learning teams maintained.</p>
	Year 4	Review school progress against actions and achievement milestones	All staff involved in reflective practice against teaching and learning
Productivity	Year 1	<p>Refine the current processes for student transition into, through and out of the school</p> <p>Continue to create transition opportunities between local pre-schools and feeder schools to strengthen networks and discuss transition issues</p> <p>Review significant programs for cost effectiveness and delivering appropriate outcomes (e.g. Breakfast program, library staffing, administration staffing, leadership structure.)</p>	<p>Networks between school and local pre-schools and secondary schools established</p> <p>Pre-school to prep transition and feeder schools program refined for all incoming foundation and Year 7 students</p> <p>Improvement teams established for significant programs.</p>
	Year 2	Further refine the current processes for student transition into, through and out of the	Monitor networks between school and local pre-schools and secondary schools.

	<p>school</p> <p>Monitor transition opportunities between local pre-schools and feeder schools to strengthen networks and discuss transition issues</p> <p>Implement recommendations of significant programs for cost effectiveness and delivering appropriate outcomes (e.g. Breakfast program, library staffing, administration staffing, leadership structure.)</p>	<p>Pre-school to prep transition and feeder schools program maintained for all incoming foundation and Year 7 students</p> <p>Recommendations from improvement teams implemented for significant programs.</p>
Year 3	<p>Further refine the current processes for student transition into, through and out of the school</p> <p>Monitor transition opportunities between local pre-schools and feeder schools to strengthen networks and discuss transition issues</p> <p>Monitor the implementation of significant programs.</p>	<p>Monitor networks between school and local pre-schools and secondary schools.</p> <p>Pre-school to prep transition and feeder schools program maintained for all incoming foundation and Year 7 students</p> <p>Changes made to significant programs are delivering on agreed outcomes.</p>
Year 4	<p>Review school progress against actions and achievement milestones</p>	<p>All staff involved in reflective practice against teaching and learning</p>