Bendigo Education Plan

**2018**

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# Acknowledgement of Country

In presenting this plan, we respectfully acknowledge the Dja Dja Wurrung people of the Kulin nation, the traditional custodians of the land in which Bendigo is situated. We pay our respects to their Elders, both past and present, and acknowledge the teaching and learning traditions of the Dja Dja Wurrung people that have been practised on this land for many thousands of years.

# Executive summary

The Victorian Government is making Victoria the Education State by delivering a set of strategic actions and investments to give education the greatest possible role in our state’s social and economic progress, and to ensure every Victorian has access to a great education. The Bendigo Education Plan 2018 is our local approach to this state-wide agenda.

The Education State reforms are driving improvements at all levels of the system to help education providers of early childhood services through to post-secondary services achieve equity and excellence for our children and young people.

In the City of Greater Bendigo, the challenges to achieving equity and excellence are particularly complex and multifaceted, with achievement, engagement and wellbeing outcomes falling below expected levels.

The Bendigo Education Plan 2018 (the Plan) harnesses our collective responsibility for transforming education and ensuring that our services and community work together in the best interests of Bendigo’s children and young people to address these challenges.

The Bendigo Education Plan 2018 is a unique local plan that aims to connect the different education sectors in Bendigo, creating clear pathways and access to high-quality educational services from birth, through schooling and into higher education, training and employment.

By bringing every part of the local education community together to work towards this common goal, we know that we can build on the great work by local education providers to achieve educational equity and excellence across Bendigo. By doing so, we will strengthen the health, wellbeing and prosperity of Bendigo’s community.

This Plan is designed to be responsive to changing needs and circumstances with built-in opportunities for evaluation, feedback, reflection, planning and implementation in two-year stages. We are confident that the goals and principles set out in the Plan will continue to be the right directions for education in Bendigo for the next ten years and possibly beyond.

Bendigo has already benefited from a previous education plan, the Bendigo Education Plan 2005. This previous plan focused on re-invigorating secondary education in Bendigo through the rebuilding of four junior secondary schools and through a focus on flexible, personalised and differentiated approaches to teaching and learning. An evaluation of the Bendigo Education Plan 2005, commissioned by the Department of Education (DET), found that the Bendigo Education Plan 2005 had led to a greater focus on personalised support for students, and new ways of working by teachers and changes in classroom delivery, however the impact on student achievement was variable across schools.

The new Plan, the Bendigo Education Plan 2018, will address this challenge of lifting student achievement by drawing all of the community together and by addressing the whole learning cycle from birth, through schooling and beyond.

**How the Bendigo Education Plan 2018 was developed**

The Bendigo Education Plan 2018 was led by DET and developed through a broad steering committee comprised of representatives from a range of local organisations.

Community consultation, involving a series of face-to-face forums and online submissions, was undertaken during September to October 2017. This consultation identified clear goals and directions for education in Bendigo over the next ten years which inform the Bendigo Education Plan 2018.

A consultation, involving a series of face-to-face forums and online submissions, was undertaken during September to October 2017. This consultation revealed common themes which have led to the development of key goals and directions for education in Bendigo over the next ten years.

In preparing for the Bendigo Education Plan 2018, DET also commissioned an evaluation of the Bendigo Education Plan 2005. These findings on were used by the Bendigo Education Plan 2018 Steering Committee to help shape the direction of the new Plan.

## The case for change

The City of Greater Bendigo is a large municipality in central Victoria covering an area of 3,048 square kilometres including the towns of Axedale, Elmore, Heathcote, Marong, Raywood and Strathfieldsaye. The City of Greater Bendigo’s environment is nestled within Box Ironbark forests, which extend across much of the municipality and encircle the urban area.

The Aboriginal people of the area are the Dja Dja Wurrung people of the Kulin nation who continue their spiritual and custodial connection to country.

With a current population of more than 110,000 residents, Bendigo is seeing steady population growth (approximately 1.7 per cent per annum), with the population forecast to almost double in size by 2050. Bendigo’s population is also becoming increasingly culturally, religiously and ethnically diverse.

Early education services in Bendigo are comprised of 21 funded kindergarten services and 15 long day care services. There are 28 primary schools in the region, along with four junior secondary colleges that service students in Years 7–10 and one senior secondary campus that services students in Years 11–12. There are also two special schools that cater to students with additional needs. Bendigo also has a TAFE, a university and a range of flexible learning options for young people who are finding it hard to remain engaged at school.

**Challenges and opportunities for improved outcomes**

Through our consultation with community, the evaluation of a previous education plan (the Bendigo Education Plan 2005), analysis of data and the work of the Bendigo Education Plan steering committee, a number of challenges and opportunities were identified under the following themes:

* Learning for life: need to lift achievement, prepare for workplace and employment changes, ensure equitable access to programs and pathways and develop consistent best-practice approaches to curriculum, pedagogy and assessment
* Happy, healthy and resilient kids: need to ensure that more young people stay engaged in education, need to strengthen partnerships in order to promote the development of practices that support young people’s health and wellbeing
* Breaking the link: need to raise aspirations for the whole community, need to support vulnerable students through key transition points and ensure that educators are equipped to tailor learning to individual needs
* Pride and confidence in our schools: need to plan and provide services that cater to our growing population, need to create a culture of excellence and offer opportunities for students to specialise, need to partner with parents and carers as first educators and with community, business and industry in promoting diverse pathways through school.

We have also identified many opportunities that we can harness to help us achieve our vision and our goals including a committed and capable educator workforce, a new Tech School to promote Science, Technology, Engineering & Maths (STEM) learning, a business and industry sector who are keen to partner with education and a range of existing local educational programs and partnerships.

Community consultation identified that the people of Bendigo would like to see:

* more opportunities, programs and pathways for all children and young people
* creation of opportunities for young people to excel in their areas of interest
* stronger pathways to support children and young people finding it hard to stay engaged in education
* all children and young people achieve excellence in their learning and development
* encouragement and support for children and young people to achieve excellence in literacy, numeracy, science and technology and the Arts.

## A shared vision

This Plan is a collaboration between DET and key local organisations. It draws on ideas collected from the broader Bendigo community to set out the following vision: ***that all children and young people in Bendigo will become successful learners and resilient individuals who strive for excellence and who have the skills, knowledge and capabilities they need to lead active, satisfying and productive lives.***

The principles that will guide the approach to delivering this Plan are:

* Cooperate, collaborate and share so that we can collectively improve outcomes for everyone in the community.
* Promote high aspirations for all, and seek to maximise learning and developmental gains for all children and young people, regardless of background or circumstance.
* Value the work of educators at all levels and recognise the profound impact that high quality teaching can have on outcomes for children and young people.
* Recognise that resilience and education are inextricably linked and strive to create wellbeing-promoting learning environments for all children and young people.
* Celebrate diversity and work towards ensuring all children and young people feel included, valued and supported in their learning.
* Celebrate the culture, knowledge and experience of Aboriginal and Torres Strait Islander people and are responsive to the needs of Koorie children and young people.
* Recognise the crucial role of parents and carers as first educators and build positive partnerships between parents, carers and education providers.
* Engage with community and industry to enhance education outcomes and pathways.
* Evaluate progress to inform future planning drawing on data and feedback to understand the outcomes of our initiatives and programs.

## Realising the vision

Community feedback clearly identified seven primary objectives to transform early years, primary and secondary schooling through to post-secondary education. Therefore the Bendigo Education Plan 2018 will focus on:

1. **Ensuring equitable access to quality programs, pathways and facilities:** Children and young people in Bendigo will have access to a wide range of programs, pathways and post-school destinations that are relevant to their abilities, interests and aspirations.
2. **Building teacher and educator capacity to support and extend all students:** Bendigo’s educators will be confident in their capacity to support and extend all learners to achieve excellence.
3. **Creating a culture of excellence for all:** Bendigo’s children and young people will be confident and resilient in their learning, motivated and aspirational in their thinking, and capable in their actions, interactions, knowledge and skills.
4. **Enriching approaches to curriculum, pedagogy and assessment:** Bendigo’s schools and services will provide access to relevant, inclusive, engaging and future-focused curriculum, supported by best practice approaches to teaching, learning and pedagogy.
5. **Strengthening supports for children and young people through key transition points in their learning:** Children and young people in Bendigo will experience supported and individualised transitions at key points of change in their education from early childhood, through schooling and beyond to higher education, skills, training and employment.
6. **Partnering with families and carers as first educators:** Families and carers will be actively engaged in working with Bendigo’s education providers to support children’s learning.
7. **Collaborating with community, business and industry to lift engagement, learning and developmental outcomes:** The wider Bendigo community, including other service providers and industry, will be engaged with the education profession to promote quality learning and development outcomes for children and young people.

## Implementation

A ten-year project, the Bendigo Education Plan 2018 is designed to respond to the changing needs of Bendigo’s community. The Plan includes measures and targets across the ten years that will guide the work and measure progress towards achieving the goals’. The Plan includes built-in evaluation, planning and monitoring every two years. There will be five two-year phases, with opportunity for community input, review and reflection at the end of each phase. The review and planning of each phase will be led by a working group drawn from a range of representatives drawn from early childhood, school, higher education, industry, community, local council and social services settings.

# Introduction

The Victorian Government has invested $5 billion to make Victoria the Education State, improving outcomes for every student, in every classroom, in every school, for all communities. The Education State is building a world-class education system that provides every student with the knowledge, capabilities and attributes that will see them thrive throughout their lives and have the skills that industry needs, and that employers expect.

As part of this significant reform agenda, the Victorian Government has announced a range of ambitious targets and reform initiatives, including:

* The nation-leading Early Childhood Reform Plan to deliver better support for the children and families who need it most
* School targets that aim to produce excellence and limit the impact of disadvantage
* Skills First reforms to deliver a strong, stable, high-quality training and TAFE system that will give all Victorians the opportunity to develop the skills they need for the jobs they want (see Appendix A for more detail regarding the Education State Reforms).

The ambitious Education State school targets focus our efforts on the things that promote excellence across the curriculum, the health and wellbeing of students, and breaking the link between disadvantage and student outcomes.

These targets reflect our ambition to improve outcomes for children and young people:

* Learning for Life
  + More students achieving excellence in reading, maths, science, critical and creative thinking and the Arts.
* Happy, Healthy and Resilient Kids
  + Building the resilience of our children and encouraging them to be more physically active.
* Breaking the Link
  + Ensuring more students stay in school and breaking the link between disadvantage and outcomes for students.
* Pride and Confidence in our Schools
  + Making sure every community has access to excellence in every government school and classroom.

Along with the Education State reforms, DET is providing a range of evidence-based strategies, resources and initiatives to strengthen the way we provide education from the early years of life, through schooling and beyond to higher education, skills and training.

The Framework for Improving Student Outcomes (FISO) has been developed to help us work together to dramatically increase the focus on student learning in schools. It helps schools and education partners to focus their efforts on key areas that are known to have the greatest impact on school improvement, enabling principals, school leaders, teachers, students, parents, regional staff and policy-makers to work together to create better outcomes for our students.

The Minister for Education, James Merlino, announced the Bendigo Education Plan 2018 in January 2017 to build on the Victorian Government’s vision for the Education State by providing a localised approach to the delivery of excellence and equity in education.

The Bendigo Education Plan 2018 harnesses the Education State reforms to address our educational needs at a local level with the support and engagement of our local community. It recognises that the challenges of improving achievement, engagement and wellbeing are complex and require collaborative, coordinated effort.

The Bendigo Education Plan 2018 will help schools and education partners improve outcomes or FISO priority areas:

* achieving excellence in teaching and learning
* professional leadership
* community engagement in learning, and
* creating a positive climate for learning.

In every region of the Education State, the Victorian Government is focused on achieving excellence, building a world-class education system, and creating opportunities for every Victorian through education.

At its heart, Education State reform is about giving every child and young person the best chance to succeed.

## Why have a plan?

The Bendigo Education Plan 2018 is a place-based plan designed for, and by, the people of Bendigo.

Bendigo has already benefited from a previous Education Plan, the Bendigo Education Plan 2005. Whilst the Bendigo Education Plan 2005 focused on rebuilding and reforming our secondary schools, the new Plan builds on the good work that local education providers are already doing by focusing on strategies and actions that can be delivered across different services, rather than in isolation. One of the strengths of this Plan is its holistic approach to education, focusing on lifelong learning from birth, through schooling and beyond to higher education, skills, training and employment. This is not a Plan that is only for individual education providers — it is a Plan to unite the community and make sure education providers are working together in the best interests of children and young people in Bendigo.

## How the Bendigo Education Plan was developed

The Department of Education and Training (DET) facilitated the development of the Plan through a steering committee which brought together representatives from key local institutions and partnerships (see Appendix B for committee membership).

The Bendigo Education Plan Steering Committee met eight times from 2017–2018 to oversee the development of the Plan. Through the planning process, the steering committee also conducted an evaluation of a previous ten-year regional Plan, the Bendigo Education Plan 2005. Findings from the evaluation helped to guide the development of the new Plan (see Appendix C for a summary of the evaluation findings).

Bendigo’s community contributed to the Bendigo Education Plan 2018 through online and face-to-face consultations during 2017. Input and ideas from these consultations were used to inform and guide the development of a Plan that would meet the current needs of the community. A summary of the community consultation themes is included at Appendix D.

## The community

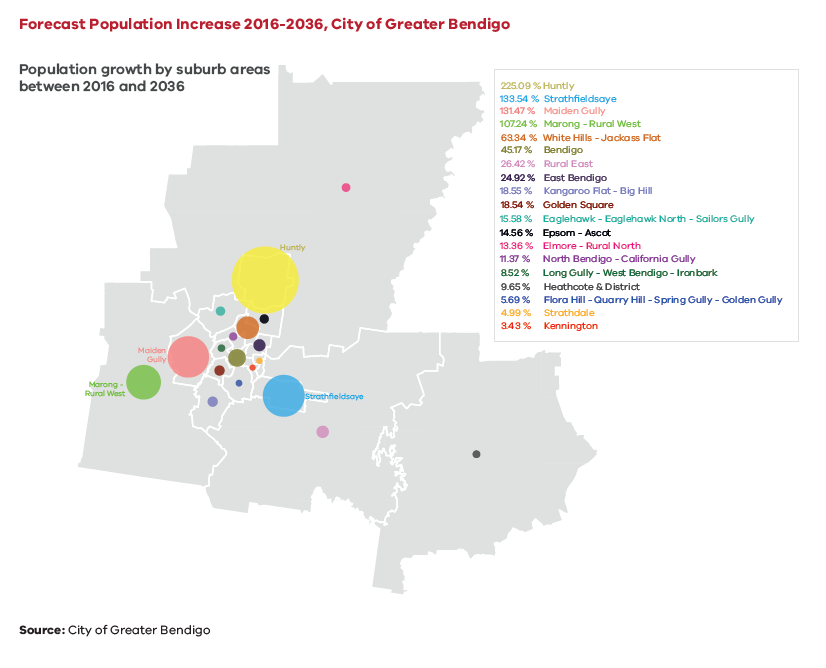
The City of Greater Bendigo is located in the centre of Victoria and is the state’s third largest economy base in Victoria. The municipality is surrounded by 40,000 hectares of regional, state and national parkland. The Aboriginal people of the area are the Dja Dja Wurrung language group of the Central Kulin nation.

**Population**

The last ten years have seen strong population growth in Bendigo (2 per cent average annual growth over the last five years). More than 1500 new residents move to the region each year, including a small but increasing number of new residents who were born overseas. In 2016, 5 per cent of the City of Greater Bendigo’s population spoke a language other than English at home, compared to 3.6 percent in 2011. In 2016, Bendigo was also home to 1847, people who identified as Aboriginal and Torres Strait Islander, compared with 1447, in 2011[[1]](#footnote-2). In 2016, there were approximately 619 Aboriginal and Torres Strait Islander students enrolled in Bendigo’s schools and 55 Aboriginal and Torres Strait Islander children enrolled in funded kindergarten services in the City of Greater Bendigo.

This growth in population – which is expected to continue for at least the next ten years – means that the nature of the community and workforce in the region is changing. These changes will bring great opportunities for Bendigo’s residents to thrive if they have the skills they need to prosper in the workforce of the future.

Growth is largely concentrated within Bendigo’s urban boundaries and surrounds, with particular growth expected in some areas including Strathfieldsaye, Huntly, Maiden Gully and Marong. Projections indicate the need to plan ahead to ensure provision of accessible and equitable education services for our growing community.



**Industry and employment**

Across Australia, and in the Bendigo region, jobs are changing. In developing the Bendigo Education Plan 2018, we are preparing the community for the real jobs and employment opportunities of the future.

National employment projections indicate significant growth in healthcare, social assistance, professional, scientific and technical services, construction, and education and training industries[[2]](#footnote-3).

In the City of Greater Bendigo, employment opportunities are changing. In line with national projections, there has been significant upwards growth in jobs associated with health care and social assistance. Locally, upwards trends have been observed in accommodation and food services industries[[3]](#footnote-4).

In the City of Greater Bendigo, employment trends are observed to be changing in manufacturing and wholesale trade. While manufacturing employment across Australia has declined over the last generation, Bendigo’s advanced manufacturing industry is seeing local manufacturing firms investing in new technologies and gaining significant export markets. This advanced manufacturing sector is likely to generate an increased demand for highly skilled labour both in advanced technologies and across supply chain jobs.

While this data reflects the changing nature of employment, research tells us that the kind of skills needed for success in the future workplace are changing. With increasing automation, the nature of work is also expected to change[[4]](#footnote-5) In order to access the future labour market, today’s young people will need to be equipped with skills in problem solving, collaboration, critical thinking and creativity. Young people will need to be adaptable and prepared to learn on the job. Many will navigate many changes of employer over the course of their careers.

The Bendigo Education Plan 2018 provides a unique opportunity to look at how we can prepare for these changes so that every child and young person, at every level, has access to an education that will enable them to thrive and prosper.

## Education providers

Early childhood services

Early childhood education in the Bendigo region comprises a range of settings including kindergartens, childcare centres, for profit and not-for-profit organisations. It also includes a range of services that exist outside of formal childcare and kindergarten settings such as playgroups and maternal health services. Maternal and Child Health data (Key Age and Stage completion rates) in 2014–15 indicate 98.5 per cent participation with the home visit tapering off to 78.5 per cent by three and a half years of age. Four-year-old kindergarten services participation in the City of Greater Bendigo region were 99.7 per cent in 2016, however actual attendance figures are not available. Participation in three-year-old services is significantly lower, particularly in areas of greater socioeconomic disadvantage.

Schools

There are 28 primary schools in the City of Greater Bendigo, extending to the rural fringes of the area. In 2016, approximately 6625 students attended a government primary school in the City of Greater Bendigo. These schools range in size from as small as 25-students to the largest school of 645 students. There are also two special schools in Bendigo catering for a total of approximately 324 students with intellectual disability.

Secondary schools in the City of Greater Bendigo offer a wide range of programs across four junior secondary settings and a single senior campus. The four junior secondary schools were central to the Bendigo Education Plan 2005, which involved a focus on open-plan learning along with a move towards a differentiated and personalised curriculum.

Students enrolling in secondary schools in Bendigo have access to a range of programs including standard academic programs, Vocational Education and Training (VET) courses supported through the Trade Training Centre (TTC), School Based Apprenticeships and Traineeships (SBAT) and Structured Workplace Learning (SWL). At the senior level, students select from courses leading to completion of either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL).

In 2017, approximately 3365 students were enrolled in the four government junior secondary schools across Bendigo. A further 1762 students (approximately) were enrolled at Bendigo Senior Secondary College. Of the 1,689 students enrolled at Bendigo Senior Secondary College in 2016, approximately 87 per cent enrolled in VCE program and approximately 13 per cent enrolled in the VCAL. As part of these programs, approximately 35 percent of students in Years 11–12 selected to participate in a VET courses. Students at the four junior secondary colleges have access to some VCE and/or VET units during Year 10. In 2016, 433 Year 10 students across the four junior secondary schools accessed such courses.

The Secondary Schools in Bendigo work closely with La Trobe University. One example of this is from Term 3 2018, secondary students from the Bendigo region will also have access to cutting-edge learning at the new Bendigo Tech School, hosted by La Trobe University. The Bendigo Tech School will provide a high-tech learning environment with innovative education programs linked to local industry. The Bendigo Tech School will be running two programs for the inaugural Tech Fest, a festival delivered by the Victorian State Government to showcase Tech Schools and STEM futures throughout Victoria.

Alternative pathways

Education State targets have a focus on breaking the cycle of disadvantage. This includes reducing the incidence of early school leavers between Years 9–12 by 50 per cent. This target aims to ensure that we break the link between disadvantage and outcomes for students. In the Bendigo region, a range of programs exist that address these targets. Students who are finding it hard to stay in school can currently access flexible education services through the Flexible Learning Options (FLO) centre, NETschool, Reconnect and Learn Local programs.

Higher education, skills and training

Bendigo TAFE services central and northern Victoria through campuses in Bendigo, Echuca and Castlemaine, with over 6,200 enrolments in 2016. Vocational courses and training services are provided to individuals and businesses, with students and apprentices ranging from school leavers to mature age. Bendigo TAFE has built significant relationships with secondary schools within the City of Greater Bendigo region to provide Vocational Education and Training in Schools (VETiS) and School Based Apprenticeships and Traineeships (SBAT). Bendigo TAFE have also partnered with leading universities, including La Trobe University, to offer a series of dedicated and specialised pathways, allowing for students to move onto higher education after completing their TAFE course or, alternatively, move from University to TAFE.

The La Trobe University Bendigo Campus continues to grow at a fast pace, with 1,695 students enrolled in 66 courses. 221 of our currently enrolled students are graduates from Bendigo secondary schools, with approximately 120 of these students graduating from Bendigo Senior Secondary College.

La Trobe University Bendigo offers 17 courses across Education, and Outdoor and Environmental Education. This includes five newly accredited teacher education programs offered on the Bendigo campus that address the new government standards in teacher education, ranging across Undergraduate and Postgraduate studies. The newly accredited programs are currently being implemented to engage with new pedagogies and innovative curriculum design in teacher education.

La Trobe University Bendigo developed the Teaching School Model in 2013, which places large numbers of pre‐service teachers in a school for a minimum of two days every, week for two semesters. This ensures that strong connections can be made between practice and theory and future teachers gain an insight into the annual ebb and flow of a school year.

## Local opportunities and partnerships

Many of the strategies and actions detailed in this Plan involve multiple individuals, groups and agencies and tie in with existing local strategies and Plans. They are local, shared solutions to the issues and opportunities identified through evaluation, planning and consultation with Bendigo’s community. The goals, strategies and actions in the Bendigo Education Plan 2018 cross over with the work of a range of other local projects, including (but not limited to):

* Bendigo Tech School

The new Tech School, hosted at La Trobe University, will provide Bendigo’s school students with access to leading-edge technology and will use discovery and innovation to deliver advanced STEM skills and learning.

* Passions and Pathways and other industry programs

Passions and Pathways is a partnership between the Goldfields Local Learning and Employment Network (GLLEN), Bendigo primary schools, state and local government and local industry that provides opportunities for Year 6 students in low socio-economic areas to engage with local businesses. The GLLEN also supports a range of other industry and education programs, including Young Industry Ambassadors and Structured Workplace Learning (SWL).

* Plan Greater Bendigo

A 30 year plan being developed by the City of Greater Bendigo and the Victorian Planning Authority to determine key public infrastructure projects and land needs for the next 30 years.

* Greater Bendigo Health and Wellbeing Plan (2017–2021)

The City of Greater Bendigo’s four-year health and wellbeing plan, focused on Victorian Public Health and Wellbeing Outcomes Framework.

* Loddon Children and Youth Area Partnership

The Loddon Children and Youth Area Partnership is a collaboration of State and local government, the community sector, Aboriginal organisations, schools and others.  It is driving collective effort to support vulnerable families and create better outcomes for children and young people in Out of Home Care.

* Communities for Children (C4C)

A partnership between various organisations, agencies, communities and families and funded by the Department of Social Services (DSS) which aims to provide place-based, targeted and holistic programs to support children of 0-12 years of age.

* Loddon Campaspe Regional Partnership

A regional partnership including representatives from business, education, the community sector and CEOs from regional councils.

* City of Greater Bendigo Youth Strategy (2017–2021)

Devised through a partnership with the City of Greater Bendigo and Bendigo’s young people, the City of Greater Bendigo Youth Strategy provides a framework to understand and respond to the needs of Bendigo’s youth.

* Education City Bendigo

Education City Bendigo is Be.Bendigo’s commitment to a decade of early childhood literacy support through a range of established literacy programs.

# The case for change

## Challenges and opportunities for improved outcomes

In Bendigo, there is a clear need to lift outcomes for children and young people. Current student achievement data suggests that we face challenges in the pursuit of educational excellence. There are also many opportunities that we can harness to achieve our vision and goals. Many of these challenges and opportunities are discussed in the evaluation of the Bendigo Education Plan 2005 (see Appendix B). A summary of Bendigo’s current challenges and opportunities, linked to Victoria’s Education State targets, follows.

**Learning for Life**

Bendigo’s secondary schools are, on average, underperforming against state averages, particularly in VCE. The evaluation of the Bendigo Education Plan 2005 (see Appendix C) showed that average study scores for students enrolled in Bendigo’s senior secondary school were highest in 2014, with a downward trend since this time. In primary schools, students are performing quite well on average but data also suggests that more to support is needed to reach the highest levels of performance.

Employment markets are changing presenting a further challenge. There is an urgent need to revitalise our approach to teaching, learning and assessment so that all young people are equipped with the skills and capabilities needed to enter the world of further education, training and work and to thrive in their post-school lives.

In Bendigo, we need to inspire, support and equip educators to review, share and, where necessary, modify approaches to curriculum, pedagogy and assessment so that all learners experience high quality, future-focused and engaging instruction that meets their needs.

Schools and early childhood services currently have access to a wide range of resources and initiatives designed to support quality approaches to teaching and learning, including materials designed to support educators to embed the Victorian Early Years Learning and Development Framework (VEYLDF) in the early years, and FISO in schools. Collaboration is required to make better use of these resources to lift the bar and improve outcomes for all of our children and young people.

Employment markets are changing and presenting a further challenge. There is an urgent need to revitalise our approach to teaching, learning and assessment so that all young people are equipped with the skills and capabilities that they need to enter the world of further education, training and work and to thrive in their post-school lives.

Children and young people in Bendigo’s schools already have access to a range of industry-related programs and, in Bendigo, a business and industry sector exists that is keen to engage with education in supporting young people to access careers pathways. As part of the Bendigo Education Plan 2018 we will look at broadening and strengthening these programs and partnerships to make the most of the opportunities currently available.

**Happy, healthy, and resilient kids**

We face many challenges in raising the health, happiness and resilience of Bendigo’s children and young people. We know that we have a larger per cent of children that are in the high risk category for behavioural and emotional problems compared to the state average[[5]](#footnote-6). We know that we have more children reported to have difficulties with speech and/or language, and more parents concerned about their child’s oral health[[6]](#footnote-7).

The Bendigo Education Plan 2018 will enable us to strengthen partnerships with the City of Greater Bendigo in order to engage the whole community, including the education community, in promoting greater health, happiness and wellbeing so that we can strengthen our collective capacity to support children’s learning and development from a very young age.

In Bendigo, only 81.1 per cent of 20–24 year olds have completed a Year 12 or equivalent qualification, compared to 86.5 per cent for the state average[[7]](#footnote-8). Approximately 23 per cent of Year 12 or equivalent completers who exited school in 2015 in the City of Greater Bendigo were not engaged in education or training in 2016[[8]](#footnote-9). Many challenges to later educational attainment start in the early years, learning and development impact significantly upon future life experiences.

The Bendigo Education Plan 2018 will provide the opportunity to ensure that all of Bendigo’s education services are safe and nurturing environments, where every child is supported and engaged to thrive regardless of background or circumstance.

**Breaking the link**

There are challenges in raising aspirations and opportunities for all of Bendigo’s children and young people. Research shows that children and young people from disadvantaged backgrounds are at a greater risk of poorer education outcomes than their peers. With significant pockets of socio-economic disadvantage in our community, we also face challenges supporting more vulnerable students and narrowing the gap of disadvantage. In 2011, the City of Greater Bendigo scored 983.1 on the Socio-Economic Indexes for Areas (SEIFA) index of disadvantage[[9]](#footnote-10). Across the City of Greater Bendigo more than 40 per cent of people have a weekly income of less than $400, whilst 11 per cent of families are either welfare dependent or on a low income[[10]](#footnote-11).

The Bendigo Education Plan 2018 will enable us to target and coordinate efforts so that we can create educational opportunities that inspire and support all of Bendigo’s children and young people. This offers them the chance to excel and explore pathways that are relevant to their interests and needs.

In addition to the challenges around transitions from kinder into prep and from primary school into secondary school, Bendigo faces challenges around transition to adulthood from Years 10–12, particularly for vulnerable young people. With a separate senior secondary campus that caters to all of Bendigo’s junior secondary schools, some young people in Bendigo find the transition to senior secondary education difficult. 56.6 per cent of the early school leavers who exited school in 2016 in the City of Greater Bendigo are not in education or training, with 34.9 per cent employed part-time and approximately 10 per cent are looking for work[[11]](#footnote-12). Exit and retention data suggest a need to examine this issue closely and develop targeted responses to identified problems. There is a need to ensure that all children, but particularly those who are experiencing vulnerability, are supported through key transition points during every stage of their education, including their transition from early years into prep and from schooling into higher education, skills, training and employment.

The Bendigo Education Plan 2018 provides an opportunity to build on educators’ existing skills and capacities, working collectively to share best practice and strengthen outcomes for all children and young people in the area. There are many outstanding and experienced educators in Bendigo’s community, from early childhood through schooling and beyond to higher education and training. However, student outcomes in Bendigo are generally lower than the state average and there are inconsistencies in the standard of student outcomes across Bendigo’s schools. The Bendigo Education Plan 2018 will enable us to develop greater consistency across services so that all children, regardless of background or circumstance, will have access to the same opportunities and pathways.

**Pride and confidence in our schools**

Bendigo has a growing, and increasingly diverse, population. We need to ensure that we are planning and providing services that cater to this population. In doing so, we must make the most of the services, facilities and resources that we already have. In Bendigo, there is a history of educational services and facilities being under-utilised due to competition between providers and difficulties establishing shared agreements around timetabling and transport. There is wide variation in relative growth over time among junior secondary schools. We need to make sure that all children and young people in Bendigo’s community have equal access to services so that all of our facilities are being used effectively. This is our opportunity to pull providers together so that we are all working towards the common goal of lifting outcomes and opportunities for Bendigo’s young people.

We recognise that there is a need in Bendigo, and across the state of Victoria, to make sure that service providers engage with parents and carers to maximise children’s resilience and learning gains. In Bendigo, where there are pockets of entrenched socio-economic disadvantage, this is particularly important. As first educators, parents’ and carers’ capacity to support and strengthen children’s learning has an enormous impact on children’s educational engagement and attainment. The Bendigo Education Plan 2018 will strengthen partnerships with parents and carers at all levels of education so that we can work together as a community to achieve the best possible outcomes for children and young people.

# A shared vision

Based on community consultation, the community wants a Plan that brings every part of the local education community together to work towards common goals, and will strengthen the health, wellbeing and prosperity of Bendigo’s community, now and into the future.

**The vision for the Bendigo Education Plan 2018 is that all children and young people in Bendigo will become successful learners and resilient individuals who strive for excellence and who have the skills, knowledge and capabilities they need to lead active, satisfying and productive lives.**

**Guiding Principles**

These principles will guide our approach to delivering the Plan, as we work in partnership with the Bendigo community to strengthen education in the region. Together, we will:

* **cooperate, collaborate and share** so that we can collectively improve outcomes for everyone in the community
* promote high aspirations for all, and seek to **maximise learning and developmental gains**for all children and young people, regardless of background or circumstance
* **value the work of educators** at all levels and recognise the profound impact that **high quality teaching** can have on outcomes for children and young people
* recognise that **resilience and education** are inextricably linked and strive to create **health-promoting learning environments** for all children and young people
* **celebrate diversity** and work towards ensuring all children and young people feel **included, valued** and **supported** in their learning
* celebrate the culture, knowledge and experience of **Aboriginal and Torres Strait Islander people**and are **responsive to the needs** of Kooriechildren and young people
* recognise the crucial role of **parents and carers** as first educators and build **positive partnerships** between parents, carers and education providers
* **engage with community and industry** to enhance education outcomes and pathways
* **evaluate** progress to inform future planning and draw on data and feedback to understand the outcomes of our initiatives and programs.

**Goals of the Plan**

Seven ambitious goals, each linked to the Victorian Government’s Framework for Improving Student Outcomes (FISO), shape the Plan’s approach.  Combined with the vision statement and guiding principles, these goals are the ‘road-map’ that we will use to define our actions and review our progress over the next ten years.

1. **Ensuring equitable access to quality programs, pathways and facilities**

Children and young people in Bendigo will have access to a wide range of programs, pathways and post-school destinations that are relevant to their abilities, interests and aspirations *(FISO priority: creating a positive climate for learning*).

1. **Building teacher and educator capacity to support and extend all students**

Bendigo’s educators will be confident in their capacity to support and extend all learners to achieve excellence *(FISO priority: professional leadership*).

1. **Creating a culture of excellence for all**

Bendigo’s children and young people will be confident and resilient in their learning, motivated and aspirational in their thinking, and capable in their actions, interactions, knowledge and skills *(FISO priority: achieving excellence in teaching and learning*).

1. **Enriching approaches to curriculum, pedagogy and assessment**

Bendigo’s schools and services will provide access to relevant, inclusive, engaging and future-focused curriculum, supported by best practice approaches to teaching, learning and pedagogy *(FISO priority: achieving excellence in teaching and learning*).

1. **Strengthening supports for children and young people through key transition points in their learning**

Children and young people in Bendigo will experience supported and individualised transitions at key points of change in their education from early childhood, through schooling and beyond to higher education, skills, training and employment *(FISO priority: creating a positive climate for learning*).

1. **Partnering with families and carers as first-educators**

Families and carers will be actively engaged in working with Bendigo’s education providers to support children’s learning in and out of the home *(FISO priority: community engagement in learning)*.

1. **Collaborating with community, business and industry to lift engagement, learning and developmental outcomes**

The wider Bendigo community, including other service providers and industry, will be engaged with the education profession in promoting quality learning and development outcomes for children and young people *(FISO priority: community engagement in learning).*

# Realising the vision

The goals of the Bendigo Education Plan 2018 were shaped by consultation with Bendigo’s community during September to October 2017. Below is a summary of what was heard during this consultation and points out a range of ways in which the Plan addresses the needs identified. An overview of the Plan is provided at Attachment E.

## Ensuring equitable access to quality programs, pathways and facilities

During our consultation, the people of Bendigo told us that they would like to see more opportunities, programs and pathways for all children and young people. The community talked about creating opportunities for young people to excel in their areas of interest and suggested that we need to strengthen pathways that support children and young people who find it hard to stay engaged in education. The community also wanted us to make sure that all children and young people achieve excellence in their learning and development. This included encouraging and supporting children and young people to achieve excellence in literacy, numeracy, science and technology and the Arts.

**What the community said they would like:**

“Specialist programs across all 7-10 schools” – student voice participant

“A system where our best do better, but more importantly where all abilities have a leg up to recognise they can achieve their best too.” – online comment

The evaluation of the Bendigo Education Plan 2005 told us that the goal of achieving specialisations in all of Bendigo’s secondary schools had not been fully realised and could be re-visited as part of the new Plan. During the first phase of the Bendigo Education Plan 2018 we will work towards this goal by investigating and where possible, implementing specialist programs across Bendigo’s secondary schools. We will also investigate and where possible, implement new arrangements to oversee collaboration and resource sharing amongst Bendigo’s secondary schools. This will help ensure that resources and opportunities are equally distributed so that every local young person has access to a great education. At the same time, we will make sure that we are providing services that cater to the needs of our growing community and will investigate how these needs can best be met through service provision in coming years.

During the first phase of the Bendigo Education Plan 2018, we will:

* Investigate and develop a staged plan for future educational provision needs for Bendigo;
* Investigate and implement shared specialist programs across Bendigo’s secondary schools.

We will also investigate and where possible, implement new arrangements to oversee collaboration and resource sharing amongst Bendigo’s secondary schools. This will help ensure that resources and opportunities are equally distributed so that every local young person has access to a great education.

## Building teacher and educator capacity to support and extend all students

During our community consultation, we heard that we need to continue to extend and support our educators, from the early years, through schooling and beyond into higher education and skills and training. The community asked us to make sure that educators in all fields know how to extend and support all children and young people by tailoring learning so that all students are engaged. They wanted us to work together on strengthening teachers’ and educators’ ability to support all children and young people to develop excellence in literacy, numeracy, science, technology and the arts. They also asked us to work towards strengthening teachers’ and educators’ ability to support children and young people who are demonstrating difficult behaviours or who come from backgrounds of trauma and mental illness.

**What the community said that they would like:**

“More teacher professional learning between schools*”* – primary schools forum participant

“Clear direction forward, for all staff from all schools”– secondary teacher forum participant

We know that teaching is a complex profession that requires a high degree of skill across a range of areas. Research tells us that the quality of teaching provided by teachers and educators has an enormous impact on outcomes for children and young people. In the early years, research has shown that access to highly trained and skilled educators is hugely beneficial for the learning and development of young children[[12]](#footnote-13). This impact continues into primary school, secondary school and beyond, where teacher expertise is enormously influential on students’ capacity to learn, achieve and thrive[[13]](#footnote-14). In the first phase of the Plan (2018-2020), we will focus on strengthening and expanding opportunities for teachers and educators to develop and enhance shared knowledge and expertise. These opportunities will allow them to learn from one another and to share in professional learning so that we can work together on achieving our common goals for Bendigo’s children and young people.

During the first phase of the Plan we will:

* Ensure a system-wide culture of teachers as leaders and problem-solvers by strengthening and expanding opportunities for shared professional learning within and across settings.

By focusing our efforts on strengthening and expanding opportunities for teachers and educators to develop and enhance shared knowledge and expertise, we will be able to work together on achieving our common goals for Bendigo’s children and young people.

## Creating a culture of excellence for all

As a community, we are united in our vision to help all of Bendigo’s children and young people achieve the very best in life. During our consultation with Bendigo’s community, we heard that we need to ‘lift the bar’ in Bendigo by raising aspirations as a community and by making sure that we encourage children and young people to achieve the best that they can.

**What the community said that they would like:**

“Make sure every student is challenged”– student voice participant

*“Flexible, focused on transferable skills and encouraging lifelong learning. We need to develop resilience, adaptability and thinking skills”* – online comment

We understand that education involves the whole child and that students do better when they feel that they are engaged and involved in the learning process and when they have a say about what and how they learn. We also recognise that children and young people come to education from all sorts of different backgrounds and that many students will require highly tailored support to meet their full potential. During the first phase of the Plan (2018–2020), we will implement strategies to strengthen and expand opportunities for Bendigo’s young people to have a greater say about what and how they learn. We will also make sure that all of Bendigo’s education service providers understand and are equipped to support children and young people who have experienced trauma so that these children and young people also have the best chance to thrive in our education system. At the same time, we will implement the Victorian Government’s literacy and numeracy strategy and ensure that all students are receiving the full benefits from this evidence-based approach to quality literacy and numeracy learning.

During the first phase of the Plan we will:

* Implement strategies to extend all students and generate student agency and voice;
* Ensure that all of Bendigo’s education services are safe and nurturing environments where every child has the capacity to thrive and excel, regardless of background or circumstance.

## Enriching approaches to Curriculum, Pedagogy and Assessment

During consultation, we heard that Bendigo’s young people want to be engaged in learning that is linked to the real world. We also found out that many of Bendigo’s business and industry leaders are ready to strengthen and expand the work that they do with education to support young people’s learning and pathways.

We heard that Bendigo’s community values an inclusive approach to education, where everybody is welcomed and supported and where no child is disadvantaged. We heard that our education services, from early childhood onwards, need to be more responsive to children and young people who are experiencing difficulties or who come from backgrounds of disadvantage.

**What the community said that they would like:**

“Awareness of industry based practices and job needs, now and future” *–* higher education, skills and training forum participant

“Early Childhood Education to become a priority for Bendigo”– onlinecomment

We know that in order to be ‘future ready’, we need to build an education system here in Bendigo that fosters STEM skills and which also encourages critical thinking, creativity and problem solving. With Bendigo Tech School opening in 2018, students from local partner schools will have access to the latest in innovative STEM learning technologies and programs. Developed collaboratively with industry partners in the region, these programs will complement existing school-based curriculum and further learning outcomes for participating students, preparing them for the careers of the future.

In early childhood, we have work to do to make sure that all of our early childhood services are providing excellent quality learning environments for Bendigo’s young children. Whilst some early learning centres are already exceeding standards, many still require development. The Quality Assurance and Regulation Division (QARD) assessment, undertaken by DET, provides a tool for measuring the standard of our early childhood services so that early childhood centres and kindergartens can be supported to make changes where they are needed so that they can provide the highest quality of care to young children. We are aiming for all of Bendigo’s early childhood services to exceed these standards and reach the highest levels of care and learning by 2028. In order to make this happen, we will implement early childhood training partnerships during the first phase of the Plan.

During the first phase of the Bendigo Education Plan 2018, we will:

* Implement early childhood training partnerships to build educators’ capacity to deliver best practice approaches to teaching, learning and pedagogy in the early years;
* Create a culture of innovative STEM learning in schools, harnessing the principles, practices and opportunities championed by the Tech School.

## Strengthening supports for children and young people through key transition stages in their learning

During our consultation process, we heard that there is a need for strong, more individualised support for children and young people at key transition points in their learning. We know that transitions can be difficult, particularly when the children and young people involved are experiencing additional difficulties. We need to make sure that our education services are inclusive of all children and young people and responsive to the needs of different groups in our community so that everyone feels welcome and supported, particularly when entering a new service or educational setting. Too many students are leaving school at key transition points, particularly during Years 10-11, and we realise that this is something that will need to be addressed as part of the Plan.

**What you said that you would like:**

“Holistic, transition to school support for those at risk of disengaging” *–* teacher forum contributor

“Comfortable transitions between schools*”* – student voice participant

During the first two years of the Bendigo Education Plan 2018, we will focus on analysing, evaluating and strengthening the processes that we use to support children and young people to transition between educational settings (for example, from primary school into secondary school or from secondary into senior secondary education). We will also look at how we can strengthen and support transitions for priority cohorts including Aboriginal and Torres Strait Islander children and young people, children and young people in out-of-home-care, children and young people with disabilities, and children and young people with English as an Additional Language (EAL). At the same time, we will investigate and strengthen the options that we have for students who are finding it difficult to remain in school.

During the first phase of the Bendigo Education Plan 2018, we will:

* Analyse, evaluate and strengthen transition and re-engagement processes, particularly for vulnerable children and young people, at key stages in their learning and development.

## Partnering with family and carers as first-educators

During consultation, we heard that we need to build stronger partnerships between educational services and families and carers to enhance children’s learning. The community suggested that we need to reach out to families who might have difficulty accessing services or keeping children engaged in education. We also heard that we need to engage the whole community in developing understanding of the importance of early childhood learning, literacy and brain development. In schooling and beyond, the community suggested that we could do better to help parents, carers and young people understand the range of pathways available through local education services.

**What the community said that they would like:**

“Work better on relationship building with families, especially vulnerable and disadvantaged families”– Out of Home Care forum participant

“Collaborative system involving whole communities, particularly parents”– early childhood forum participant

In line with our guiding principles, we recognise the crucial role of parents and carers as first educators. Over the next two years (2018–2020), we will use existing networks and events to enhance community involvement in children’s literacy, with a particular emphasis on engaging Koorie families and carers in early years literacy learning and development. We will also work with industry, tertiary and training partners to develop resources that explain the range of pathways available through our local education system so that parents and carers can work with young people to make informed choices about their learning.

During the first phase of the Plan, we will:

* Use existing networks and events to enhance community involvement in children’s literacy, with a particular emphasis on engaging Koorie families and carers in early years literacy learning and development.
* We will work with industry, tertiary and training partners to develop resources that explain the range of pathways available through our local education system so that parents and carers can work with young people to make informed choices about their learning.

## Collaborating with community, business and industry to lift engagement, learning and developmental outcomes

As a place-based plan, designed specifically for Bendigo, this Plan brings together the entire Bendigo community in strengthening outcomes for our children and young people. In the process of developing the Plan, we learnt that there are currently many opportunities for education services to work with the community more broadly, including industry and businesses and other local organisations. There are already a range of partnerships and programs in place that bring together our local community and support learning, programs and pathways for young people in Bendigo, but we know that we can do more.

**What the community said that they would like:**

“Having more teachers gain experience of local industries and enterprises” – higher education, skills and training forum participant

“Promote mental health/wellbeing above all else”– student voice participant

During the first phase of the Plan we will:

* Develop and extend collaborations with local industry, businesses and organisations to support opportunities and pathways;
* Build provider engagement and collaboration with the City of Greater Bendigo’s Health and Wellbeing Plan.

# Implementation

## Roles and responsibilities

Governance of the Plan will be led by the DET but will leverage existing stakeholder networks and biannual community input. A visual overview is provided below:

**Department lead officer(s)**

The Area Executive Director for the DET, North Western Victoria Region, Loddon Campaspe, will lead the governance and monitoring of the Bendigo Education Plan 2018. Lead responsibility for the implementation of the Plan will be allocated to either a designated Project Officer or other regional staff members for the duration of the Plan. The responsibilities of the lead officer(s) for the Plan will include:

* liaising with Department of Education and Training teams and representatives to ensure that actions in the Plan are embedded in local strategic plans and communicated to relevant stakeholders, organisations and networks
* allocating responsibility for strategies and actions in each phase of the Plan to relevant working groups, services and stakeholders
* convening and supporting working groups at two-yearly intervals to oversee identified strategies for each phase of the Plan
* procuring, supporting and monitoring the work of any contractors engaged to deliver the strategies and actions in the Plan
* convening and supporting a broad reference group at two-yearly intervals to evaluate and plan each phase of the Plan
* compiling and communicating biannual reports on each phase of the Plan.

**Biannual Reference Group**

The DET lead officer(s) will convene a broad reference group at two yearly intervals to evaluate and plan each phase of the Plan. This group will consist of representation a broad range of stakeholders, including (but not necessarily limited to):

* School Principals
* Early Childhood Service Managers
* Loddon Mallee Preschool Association
* Bendigo Kangan Institute
* La Trobe University
* Bendigo Tech School
* City of Greater Bendigo
* Bendigo Local Aboriginal Educational Consultative Group
* Regional Development Victoria
* Department of Health and Human Services
* Goldfields Local Learning and Employment Network
* Australian Industry Group
* Bendigo Business Council
* St Lukes Anglicare (Communities for Children)
* DET staff (as deemed appropriate).

The Biannual Reference Group will meet several times in the second year of each phase, commencing in June of that year. Initial meetings will focus on evaluation of the previous phase with evidence and data supplied by the DET. Further meetings will be used to plan actions for the subsequent phase. This planning is to be complete by September of that year to enable timely integration into annual strategic planning processes.

**Working groups**

The nature and composition of working groups will vary, depending on the strategies and actions established for each phase of the Plan. Working groups will be convened and supported by the lead DET officer(s) with timing of meetings and distribution of responsibilities determined as required. Existing networks will be leveraged wherever possible. Working groups for Phase One of the Plan (2018–2020) will include:

* **A provision planning group** (including representation from DET, VSBA, the City of Greater Bendigo, Loddon Mallee Preschool Association, primary and secondary Principal Networks)
* **A specialisation reference group** (including representation from DET, Bendigo Secondary Principals Network, Bendigo Tech School, Bendigo Art Gallery, Bendigo Instrumental Music Program, Bendigo Academy of Sport, La Trobe University)
* **Voluntary teacher networks** (primary and secondary school teachers, school leaders, DET representatives)
* **An early years training academy referencegroup**

(including representation from DET, Loddon Mallee Preschool Association, La Trobe University, Bendigo TAFE, Loddon Campaspe Child and Youth Area Partnership)

* **School/service-based transition reference groups** (including students and parents, teachers/educators, school principals and service leaders, DET staff and involving some cross-service representation)
* **A Community of Practice focused on strengthening Flexible Learning Options in schools** (including school principals and DET staff)
* **A pathways resources co-design group**(including student and parent representatives, business and industry representatives, and representatives from the DET, La Trobe University, Bendigo TAFE, Goldfields Local Learning and Employment Network and school-based careers staff)
* **A health and wellbeing resources co-designgroup** (including student and parent representatives and representatives from the City of Greater Bendigo, Department of Education, Employment and Training, Bendigo Health, Department of Health and Human Services)

**What will the plan mean for Bendigo’s community?**

Whilst the goals of the Plan remain the same over the next ten years, the strategies that we will use to reach them will be developed along the way, with input from Bendigo’s community. The strategies that we put in place over during Phase One of the Plan (from 2018) will mean that:

* **young children** in Bendigo will have access to high quality early years services with staff who are trained in best practice approaches to early childhood learning and development
* **early years educators** will be able to access opportunities to learn from their colleagues and engage in professional training and development
* **students** in Bendigo’s Government secondary school will have access to specialist programs at each of the four junior secondary campuses and will also have increased access to industry-related programs and pathways
* **students** in Bendigo’s Government primary and secondary schools will have access to quality STEM learning that connect with real-life problem solving and 21st century skills
* **young people** in Bendigo will have more opportunity to be heard on matters relating to education and will have a greater say about what and how they learn
* **students** in Bendigo’s Government primary and secondary schools will have the opportunity to contribute to the design of resources that promote health and wellbeing
* **families and carers** will be valued as first educators of their children and will have greater access to opportunities designed to strengthen language and literacy learning in the home
* **families and carers** will be invited to participate in the design of resources to strengthen community understanding of pathways and career options through schooling and beyond
* **families and carers** will contribute to identifying ways in which children’s experiences of transition between services could be strengthened
* **teachers** in Bendigo’s schools will be valued as leaders and problem-solvers and will be engaged in working together across the network to achieve common goals
* **teachers** in Bendigo’s schools will learn best-practice approaches to STEM pedagogies and curriculum, in partnership with the Tech School
* **teachers** will work with families, carers and students to explore ways in which transitions to and from their school could be strengthened
* **teachers** and other education staff will contribute to, and have access to, up-to-date and relevant information regarding pathways and career options through schooling and beyond
* **Bendigo’s community** will be engaged in working with education to develop resources and create opportunities that raise children’s aspirations and create clear local pathways through schooling and beyond

## Timeframes and next steps

As a ten-year project, the Bendigo Education Plan 2018 has been designed to be responsive to the changing needs of Bendigo’s community and includes built-in evaluation, planning and monitoring every two years. There will be five two-year phases, with opportunity for community input, review and reflection at the end of each phase. The review and planning of each phase will be led by a working group made up of a broad range of representatives drawn from early childhood, school, higher education, industry, community, local council and social services settings.

Working groups come together every two years to evaluate and plan each phase, in consultation with the community.

|  |  |
| --- | --- |
| **Bendigo Education Plan Phase** | **Timeframe** |
| 1 | 2018–2020 |
| 2 | 2020-2022 |
| 3 | 2022-2024 |
| 4 | 2024-2026 |
| 5 | 2026-2028 |

## Measuring success

Change happens in small steps and there are a range of ways in which these changes can be tracked and measured. We will measure our progress using continuous data and feedback, with reviews of the Plan to be conducted every two years.

DET is developing a framework to guide evaluation of Place-Based Education Plans, which will provide some tools to support local-level monitoring and review of the Bendigo Education Plan 2018. As part of this, the DET will identify relevant indicators so that we can know how implementation of the Plan is tracking and adapt implementation strategies accordingly.

There are a range of measures and targets that we will use to check the progress that we have made in ten years’ time, many of which are consistent with targets set by the Victorian Government at the time of writing the Plan. These measures and targets are listed on the next page.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| BEP 2018 MEASURES AND TARGETS | | | | | | |
| **Early Childhood** | **Achievement** | **School Climate** | **Attitudes to School** | **Engagement** | **Senior Secondary** | **Pathways** |
| All early education services exceeding QARD ratings | 25% more Years 5 and 9 students reaching the highest levels of achievement in reading (and 15% reduction in the reading achievement gap between disadvantaged and non-disadvantaged students in Years 5 and 9) # | Increase in proportion of staff who report positive endorsement of collective efficacy, collective responsibility, academic emphasis and renewal of knowledge and skills | Increase in proportion of students who report positive endorsement of effective teaching practice for cognitive engagement and satisfaction with teacher-student relations | Significantly reduced gap between attendance and retention for priority cohorts\* and overall cohort attendance and retention | 50% reduction in the proportion of students leaving education during Years 9-12 # | Increase in proportion of school leavers accessing further education, employment and training |
| Increased level of parental/carer involvement with children’s learning through Bendigo’s kindergarten services | 25% increase in number of Year 5 and Year 9 students reaching the highest levels of achievement in maths # | 20% increase in the proportion of students who report high resilience # | Increase in proportion of students who report positive endorsement of school connectedness | * 15% increase in the proportion of parents reporting positive endorsement of parent community engagement with schools | Reduced gap between Bendigo’s VCE all-study mean and the state average (and reduction in the gap between average Year 9 reading performance and average Year 12 VCE English scores) | Increased number of students accessing specialist programs in sports, visual arts, music and STEM |
| Increased proportion of children attending maternal and child health services at key milestones | 33% increase in number of 15 year olds reaching the highest levels of achievement in science # |  |  | * Increased level of parental/carer involvement with children’s learning through Bendigo’s kindergarten services |  | * Increased numbers of students participating in industry-related programs such as Passions and Pathways, SBAT, SWL, Young Industry Ambassador Programs and VET |
| 100% of children participating in four-year-old kindergarten | 25% increase in number of Year 10 students reaching the highest levels of achievement in critical and creative thinking # |  |  |  |  |  |
|  | More students reaching the highest levels of achievement in the arts # |  |  |  |  |  |
|  | Improved performance in Prep English and Maths Online tests |  |  |  |  |  |

## Who will Be involved?

Everyone! This Plan is our way of bringing the community together to work towards some common goals for Bendigo’s children and young people. Whether you are a student, a parent, a business owner or an employee, this Plan will depend on you. You can stay updated on the progress of the Plan by visiting <https://engage.vic.gov.au/BendigoEducationPlan>

## Contact information

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APPENDICES

## Appendix A

**Education State Reforms**

The Education State is a broad-based reform agenda for the early childhood, schools and training and TAFE sectors. There are three significant bodies of work underway to implement the reform agenda in each of these sectors.

EARLY CHILDHOOD

The Early Childhood Reform Plan fosters close partnerships between the Department and local government, sector and community partners to deliver reforms across the early childhood sector. This 10-year Plan focuses on four key directions aimed at achieving the Education State vision for the sector:

|  |
| --- |
| Supporting higher quality services and reducing disadvantage in early education  A world leading early childhood education sector that helps all children to reach school ready to learn. |
| Providing more support for parenting  Parents have the support they need to build loving and nurturing relationships in their families and be effective first educators in their child’s life. |
| Making early childhood services more accessible and inclusive  Every child in Victoria can access and benefit from early childhood services. |
| Building a better system  Victoria has a child and family focused early childhood system that is connected, flexible, accountable, and supports and shares best practice. |

These reforms recognise that the foundations for a child’s long-term development are laid in early childhood. A strong foundation will support the achievement of improved outcomes for children through their school based education.

SCHOOLS

The Education State in Schools initiatives collectively build the capacity of Victorian education providers, specifically schools, to deliver more effective teaching, improved learning and improved student and community outcomes.

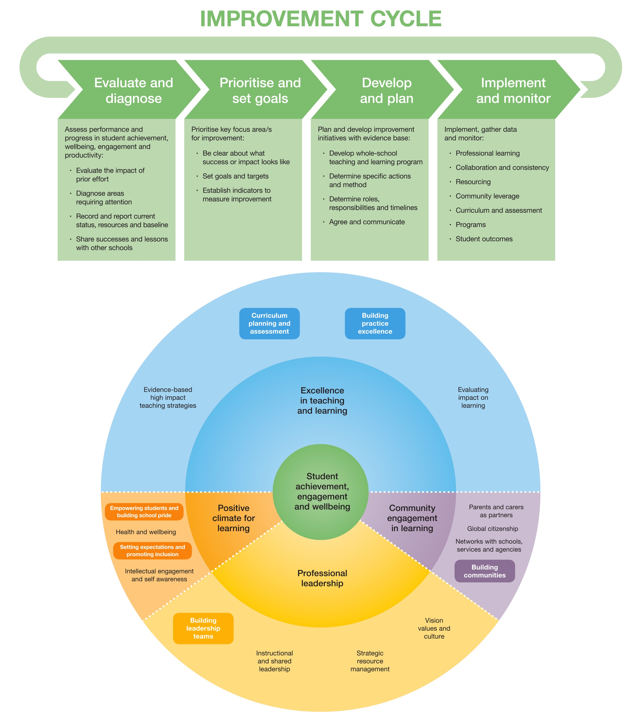
The Education State sets ambitious targets for the Victorian school education system over 10 years in the four target areas:

|  |
| --- |
| **Learning for Life**  More students achieving excellence in reading, maths, science, critical and creative thinking and the arts. |
| **Happy, Healthy and Resilient Kids**  Building the resilience of our children, and encouraging them to be more physically active. |
| **Breaking the Link**  Ensuring more students stay in school and breaking the link between disadvantage and outcomes for students. |
| **Pride and Confidence in our Schools​**  Making sure every community has access to excellence, in every government school and classroom.​ |

Achievement of the targets requires practice change at every level of the education system.

The Framework for Improving Student Outcomes (FISO) supports progress towards achievement of the Education State targets by helping schools focus their efforts on key areas that are known to have the greatest impact on school improvement. It is designed to facilitate collaborative effort from principals, school leaders, teachers, students, parents and regional staff to create better outcomes for students. In collaboration with their community and regional staff, schools engage in a cycle of improvement to evaluate their performance and identify challenges, set goals, and identify, plan and monitor their improvement strategies.

Framework for Improving Student Outcomes (FISO)



TRAINING AND TAFE

The Victorian Government committed to implementing significant reforms to the Victorian training and TAFE sector, in response to the VET Funding Review. Skills First is a major reform of Victoria’s training and TAFE system that delivers on this commitment. TAFEs and dual sector universities will be at the centre of the training and TAFE system, setting the quality benchmark and restoring confidence and stability in the sector. They will partner with industry and the Victorian Government on key economic priorities, and through their network of delivery will lead the training and TAFE system in excellence, help disadvantaged students and communities and ensure training delivery across Victoria.

The reforms build on the strengths of the existing system and targets problems that were weakening the system, through four key areas of focus:

|  |
| --- |
| Skills for work and learning |
| Improving engagement between disadvantage and poor employment outcomes |
| Anticipating industry’s needs and supporting growth and resilience in the Victorian economy |
| Building confidence in the quality of the training and TAFE system. |

## Appendix B

**Membership of the Bendigo Education Plan 2018 Steering Committee  
as of January 2018**

|  |  |
| --- | --- |
| **Sponsor** | **Bruce Armstrong,** Deputy Secretary, Regional Services Group, DET |
| **Steering Committee Chair** | **Jeanette Nagorcka,** Regional Director, North-Western Victoria Region, DET |
| **Steering Committee Members** | **Anne Cunniff,** Area Executive Director, Loddon-Campaspe Area, DET  **Mark Brear**, Executive Director, Performance Division, DET  **Linda Lyons,** Acting Principal, Bendigo Senior Secondary College  **Danielle Derksen,** Principal, Eaglehawk Secondary College  **Dale Pearce,** Acting Principal, Bendigo South-East 7-10 Secondary College  **Leanne Preece,** Principal, Weeroona College Bendigo  **Brad Madden,** Principal, Crusoe College  **Peter Bush,** Principal, Kalianna School Bendigo  **Barry Goode,** Principal, Golden Square Primary School  **Briley Duncan,** Vice President Primary,Australian Education Union  **Anne Brosnan,** Executive Officer, Goldfields Local Learning and Employment Network  **Donna Rogers,** Executive Director Studies, Bendigo Kangan Institute  **Joanna Barbousas,** Head of Department of Education and Outdoor and Environmental Education**,** La Trobe University  **Prof Vaughan Prain,** Professor in Science Interdisciplinary Education Research, Deakin University  **Maree Edwards MP,** Member for Bendigo West  **Hon Jacinta Allan MP,** Member for Bendigo East  **Hayley Cail,** Regional Partnership Coordinator, Loddon Campaspe, Regional Development Victoria  **Vicky Mason,** Director of Health and Wellbeing, City of Greater Bendigo  **Ann-Maree Connors,** Area Director, Loddon,Department of Health and Human Services  **Jan Boynton,** Acting CEO Bendigo Business Council  **Francis Lynch,** Regional Director, St Lukes Anglicare  **Chris Keating,** CEO, Victorian School Building Authority  **Leanne Fary**, Chairperson, Bendigo Local Aboriginal Education Consultative Group (LAECG)  **Suzi Sordan**, Acting CEO, Loddon Mallee Preschool Association  **Brian Black**, Director, Fox Personnel  **Jim Dannock,** Regional Manager, Australian Industries Group,  Bendigo  **Trish Miller,** Principal Consultant Catholic Education Office Sandhurst  **Chris Wardlaw**, Education Expert and Critical Friend |

## Appendix C

**Summary of findings from the evaluation of the Bendigo Education Plan 2005 (BEP) (extract from KPMG, ‘Evaluation of the Bendigo Education Plan: Summary Report’, Department of Education and Training, August 2017)**

Key findings: BEP design and implementation

The BEP was driven by 39 recommendations, directed towards the five BEP schools listed earlier, with the aim of lifting student retention, providing broader subject choices, enhancing attendance rates, challenging students in their studies, improving engagement in subjects and advancing knowledge of highly effective teaching practice.

The BEP’s governance structure was tailored to plan and support delivery in relation to the recommendations within the BEP, drawing on the Department of Education and Trainings (DET’s) regional office, schools and working parties to progress key projects. Governance arrangements were scaled back significantly by mid-2012, impacting on the level of central support to plan the BEP since this time.

The BEP was monitored through its governance structures in the early phases, supported by teaching and learning audits (2012), in-depth research jointly conducted by La Trobe University and Monash University into schools responses, and schools’ own monitoring activities. There does not appear to have been a defined process by which schools provided regular updates on their achievements in relation to BEP recommendations.

Although the BEP did not suggest that schools would be required to close or merge, these activities were publicly flagged within weeks of the BEP’s release. As a result, the BEP became the banner under which one public secondary school closed (Golden Square) with students and teachers merging either with Bendigo South East College (rebranded from Flora Hill Secondary College) or Crusoe College (rebranded from Kangaroo Flat Secondary College).

The consultation process highlighted the angst and uncertainty that the school merger process generated across the Bendigo community and among many school staff, adding complexity to the early implementation of collaborative actions flagged within the BEP.

Though referenced in only one recommendation, the large-scale infrastructure development process was a key feature of the BEP. This resulted in full school redevelopments at four of Bendigo’s Year 7-10 schools, with modernised classrooms and facilities serving as a key enabler of many other BEP recommendations.

Note that BSSC did not undertake a wholesale infrastructure renewal program as part of the BEP. Instead, BSSC was heavily involved in other recommendations, including contributing to working groups targeted at improving subject choice and student pathways from Year 7-10 schools to BSSC.

Following the completion of school infrastructure redevelopments, and with reduced resources to support the BEP from DET’s Bendigo office, schools focused more on embedding their learning and teaching approaches than on pursuing cross-school collaborative benefits. However, as schools acknowledged through consultation, changes in practice relied in large part upon the completion of new infrastructure. Schools emphasised the following BEP recommendations as most relevant via a school questionnaire:

* Team teaching (three schools);
* Adapting to large classroom sizes and flexible learning spaces (two schools);
* Personalised learning or differentiation by students (one school);
* Teacher observation and coaching one another (one school);
* Establishing learning communities (one school);
* Developing an instructional model (one school); and
* Releasing a Teaching and Learning Declaration (one school).

The BEP was enabled by political will, strong regional leadership, the drive of the BEP delivery team, commitment by BEP schools and community engagement in the change process. The poor state of infrastructure at Bendigo’s secondary schools was a further driver of significant whole-of-school infrastructure development projects, along with shifting residential and enrolment patterns across the region.

Barriers to BEP implementation included challenges associated with the school merger and closure process, changes to leadership at some schools, an inability to deliver on the full promise of cross-school network benefits, and growing competitive tensions between schools.

The BEP’s recommendations were not updated during the course of its implementation. However, schools recommitted to the principles of the BEP through the BEP Teaching and Learning Declaration (2011) and the Protocols for Collective Work of BEP Schools (2012). These agreements sought to strengthen the commitment of BEP schools to continue to collaborate over time in the best interests of students.

Key findings: BEP impact

The BEP’s school merger and redevelopment phase correlated with a number of students exiting or choosing not to enrol in public secondary education settings during this time, with increases in student numbers evident at Catholic and independent secondary schools.

However, school enrolments at BEP schools have rebounded steadily following completion of the building process in 2012. This has not been on an equal basis across BEP schools, resulting in BEP investments in classrooms at some schools being underutilised, while other classrooms are overcrowded, already requiring the addition of portables on school grounds in one case.

The BEP had an impact on the way schools operate, promoting:

* A greater focus on personalised support for students, both academically and pastorally;
* New ways of working by teachers, including team teaching, personalised learning and peer
* reflection, despite some pockets of early and residual resistance to change; and
* Changes in classroom delivery as a result of school redesign activities, though the most
* Effective models continue to be explored by BEP schools.

Across all schools, the BEP has ushered in school-wide cultural change, with greater openness to experimenting with different approaches to classroom management and pastoral care.

However, early attempts to promote improved cross-school cooperation in relation to timetabling, sharing of facilities and curriculum across BEP schools were largely unsuccessful due to logistical challenges. Introduction of flexible teacher movements across BEP schools failed to gain traction among many teachers, with a vote by teachers indicating limited desire for flexibility particularly among senior secondary school teachers.

The BEP sought to improve subject choices for students. Positively, there has been a steady increase in the number of students at BEP schools undertaking at least one VCE unit in Year 10 since 2004, with approximately half of BEP’s Year 10 students doing a subject in 2016. VCAL enrolment and successful completion rates increased at BSSC between 2004 and 2016, though these measures peaked in 2008-09. VET subjects are popular at BSSC, with over a third of students enrolling in a VET program in 2016. By contrast, school based apprenticeship and traineeship (SBAT) enrolments decreased significantly between 2008 and 2016.

School retention rates for Years 11-12 students fell over the period 2004-16 to a low of 73.7 per cent in 2016. This may reflect recent increases in the compulsory school age to 17. Between 2007 and 2016, real retention of Year 7-10 students increased at Eaglehawk Secondary College and Bendigo South East College, while holding steady at Weeroona College Bendigo. Crusoe Secondary College’s real retention rates declined.

From 2007 to 2016, attendance rates for Year 7-10 students fell at each of the BEP schools with Year 7-10 students. By contrast, attendance rates for Y11-12 students at BSSC increased over the period, climbing from a low point of 83.8 per cent in 2007 to 92.6 per cent in 2016.

In relation to student outcomes, data indicates:

* BSSC’s average study scores were highest in 2004, with students achieving an average study score of 29.9, with a downward trend since this time. In 2016, the average study score at the school was 27.1, the same as in 2015.
* BSSC’s average General Achievement Test (GAT) scores fell from a high of 19.6 in 2006 to 14.7 in 2014, recovering to 15.2 in 2016. By comparison, the state wide average score fell from 21 to 18.6 over this period.
* Trends associated with student morale, motivation and confidence were largely stable across BEP 7-10 schools collectively.
* Between 2008 and 2016, average Year 7 NAPLAN scores declined at all four BEP schools, though this largely reflects primary school outcomes, with NAPLAN tests conducted in April each year, with limited time for Y7-10 schools to influence results.
* Year 9 NAPLAN results were more diverse, with Bendigo South East College and Eaglehawk Secondary College achieving upward trends from 2008 to 2016. In contrast, Weeroona College Bendigo and Crusoe Secondary College experienced downward trends in Year 9 NAPLAN scores over this period.
* In real terms, Bendigo South East College consistently remained the highest performer in relation to Year 7 and Year 9 NAPLAN scores.
* There was wide variation in relative growth over time among students at BEP schools.
* While there were improvements on some NAPLAN categories, there were some schools with a large proportion of students whose performance was poorer in Year 9 than in Year 7, relative to students who were at a similar level in Year 7.

Key findings: BEP future directions

Demographic analysis for the Greater Bendigo helps to inform future needs. Results show an upward trend in population growth across the region, with between 1.6-2.0 per cent average annual growth between 2011 and 2016. The proportion of school-age children (5-19 years old) declined between 2001 and 2016, from 23.1 per cent of the population to 19.2 per cent. By contrast, an increasing share of the population are of retirement age (65+), rising from 13.8 per cent in 2001 to 17.8 per cent in 2016. In real terms, the number of school age children (5-19) grew from 19,800 in 2001 to 21,200 in 2016.

There has been strong population growth in the primary school cohort (ages 5-11) for the Greater Bendigo LGA, with 12 per cent growth over the 5 years to 2016, compared with an Australian average over the time of 9 per cent. This is likely to impact on BEP school enrolments over coming years.

Greater Bendigo families’ socio-economic status in 2016 does not differ broadly from regional Australian averages. While the Greater Bendigo region has fewer families with low income status, it also has smaller numbers of families with high incomes. Bendigo South East College has consistently received the highest Index of Community Socio-Economic Advantage (ICSEA) value of BEP schools, indicating higher levels of educational advantage. By contrast, Eaglehawk Secondary College has consistently received the lowest ICSEA value of BEP schools. Both the ICSEA and Student Family Occupation (SFO) data suggest that the level of disadvantage experienced by students at BEP schools is higher now than in 2008.

In considering the potential for a future education plan for the Bendigo region, focus groups indicated that there remained strong stakeholder support for the development of a further education plan.

Learning from the BEP, stakeholders indicated that there was a need for a future plan to:

* + Adopt a simple structure with fewer recommendations;
  + Provide a clear, simple and strong vision for education in the Bendigo region;
  + Address the whole full learning cycle, including transitions;
  + Establish early and genuine community consultation to generate stakeholder buy-in and
  + involvement, including from social service providers and industry;
  + Include governance structures for central coordination to strengthen accountability through clearly defined roles and responsibilities and monitoring activities; and
  + Build on the BEP 2005 by strengthen approaches to quality teaching and personalised learning.

Overall, the BEP has resulted in a period of marked change across public secondary schools, with benefits for students that will extend beyond the period of this evaluation as approaches to flexible teaching and learning practice are embedded at schools. With renewed collaboration over coming years among public secondary schools and BSSC, the full promise of the BEP will be realised.

## Appendix D

## BENDIGO EDUCATION PLAN 2018 CONSULTATION REPORT

The Victorian Government is developing the Bendigo Education Plan 2018, a long term plan to transform education in Bendigo and help children and young people get the best start in life.

The Plan will look at how we can build excellence in education across Bendigo, from early learning, through primary and secondary schooling, and beyond to higher education, skills, training and employment.

The Plan will build on the Victorian Government’s wider Education State reforms to achieve excellence, build a world-class education system and create opportunities for every Victorian through education.

In formulating the Plan, the Bendigo community was engaged.

During September and October, 2017, we sought your ideas and suggestions for how education outcomes in Bendigo could be improved.

The consultation process involved:

* A four-and-a-half week engagement process
* Six face-to-face forums, plus an additional series of six targeted consultations, which saw over 170 community members attend including students, parents, teachers, school principals, early learning centre staff and community organisations
* More than 700 individual comments, which we read and grouped into themes
* More than 70 people provided online comments or surveys

#### This provides a short summary of the themes identified in the consultation

## What we heard:

* Bendigo is already doing a lot of things well in education and there are some great foundations on which to build
* Learning and development starts early and we need to look at the whole child, from birth through schooling and beyond
* We need to aim for excellence and make sure that children and young people are supported in their chosen pathways and interests
* Our community is willing and ready to be involved in supporting education.

**What would you like education in Bendigo to look like in 2028?**

“A system where our best do better, but more importantly where all abilities have a leg up to recognise they can achieve their best too” – Online comment.

## A summary of the ideas that were suggested:

**Making sure that all children and young people achieve excellence in their learning and development, and stay engaged in education**

This is about:

* Making sure that all children and young people are encouraged and supported to achieve excellence in literacy, numeracy, science and technology and the Arts
* Making sure that all young children are encouraged and supported to progress in learning and development during their early years
* Making sure that all children and young people develop the emotional resilience, skills and capabilities they need to lead active, satisfying and productive lives
* Making sure that all children and young people are supported to stay in education, especially at key transition points.

**Collaboration and sharing between schools, kindergartens and childcare providers and other services**

This is about:

* Sharing the things that teachers and educators do well so that others can learn
* Sharing professional development learning
* Providing opportunities for teachers and educators to observe and work in different educational settings so that they understand various stages of learning and development
* Providing shared and equal access to programs and facilities
* Making sure that enrolment is evenly distributed across Bendigo’s junior secondary schools
* Making sure that education services have access to information and services to support children and young people’s needs.

**Access to opportunities, programs and pathways for all children and young people**

This is about:

* Creating opportunities for all children and young people to excel in their areas of interest
* Supporting children and young people who find it hard to stay in education
* Providing up-to-date resources that help parents, carers and young people to understand the different pathways that are available as they progress through school and on to further training, tertiary education and/or employment
* Making sure that Victorian Certificate of Education (VCE) is not seen as the only pathway and there is support and encouragement for young people to access Vocational Education and Training (VET) courses and VCE equivalents such as Victorian Certificate of Applied Learning (VCAL).

**Helping teachers and early childhood educators to extend and support the learning of all children and young people**

This is about:

* Supporting teachers and educators to tailor learning so that all students are engaged and have choices in what and how they learn – more hands-on, student-centred and inquiry-oriented learning
* Strengthening teachers’ and educators’ ability to support all children and young people to develop excellence in literacy, numeracy, science, technology and the arts
* Strengthening teachers’ and educators’ ability to support and manage children and young people who are demonstrating difficult behaviours
* Strengthening teachers’ and educators’ understanding of the impacts of trauma and mental illness on children and young people’s learning
* Developing a consistent, high-quality local approach to how we train and recruit early education staff.

**Creating safe, supportive, inclusive and healthy environments**

This is about**:**

* Providing appropriate supports for vulnerable children and young people
* Making sure that we are inclusive of all children and young people, and showing that we value diversity
* Teaching life skills to children and young people (including work and practical skills, mental health, physical wellbeing and resilience)
* Promoting better understanding of mental health and developing educators’ understanding of how to support children and young people with mental health concerns
* Encouraging children and young people to exercise, enjoy the outdoors and eat well.

**Getting the whole community involved in education**

This is about:

* Strengthening community understanding of the importance of early childhood learning and development
* Raising the profile of early childhood education and recruiting high quality educators to the profession
* Making sure that parents feel included and involved in their children’s education
* Helping parents and carers to support children’s learning and development at every stage of their education
* Working with services, local organisations and industries to support children and young people’s learning and development.

**Strengthening partnerships between local organisations, industries and education**

This is about:

* Linking learning to real-life experiences
* Inspiring children and young people to continue their education
* Connecting young people to employment opportunities
* Helping children and young people to understand the world of work
* Helping educators understand the kinds of skills that are needed locally and globally
* Helping educators understand the kinds of employment and apprenticeships that are available in Bendigo.

**Considering different ways of providing education in Bendigo**

This is about:

* Considering whether a separate senior secondary college is still working for our young people
* Considering the value of 7–12 or P–12 schools rather than separate 7–10 schools
* Looking at the services we provide for children who find it difficult to remain in school and seeing if we can extend or strengthen these services
* Looking at population growth areas and the need for additional educational services in particular areas.

## What’s next

We have a committee of engaged, local stakeholders overseeing the drafting of the Bendigo Education Plan 2018. They have read the detailed findings from the community engagement process and these are being used to inform their discussions and ideas on how to strengthen education from birth, through schooling and beyond.

Based on your valued feedback, the advice and ideas of local organisations and experts, and findings from the evaluation of the previous Bendigo Education Plan (2005), we are working on a draft of new education plan for Bendigo.

The Bendigo Education Plan will be released in 2018.

Visit: <https://engage.vic.gov.au/BendigoEducationPlan>

## Appendix E

# BENDIGO EDUCATION PLAN SUMMARY OVERVIEW

**VISION**

All children and young people in Bendigo will become successful learners and resilient individuals who strive for excellence and who have the skills, knowledge and capabilities they need to lead active, satisfying and productive lives.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **TEN YEAR PLAN** | **PHASE 1 (2018-2020)** | |
| Guiding Principles | Ten year goals | Two year strategies | Two year actions |
| * We cooperate, collaborate and share so that we can collectively improve outcomes for everyone in the community * We promote high aspirations for all, and seek to maximise learning and developmental gains for all children and young people, regardless of background or circumstance * We **value the work of educators** at all levels and recognise the profound impact that **high quality teaching** can have on outcomes for children and young people * We recognise that **resilience and education** are inextricably linked and strive to create **health-promoting learning environments** for all children and young people * We **celebrate diversity** and work towards ensuring all children and young people feel **included, valued** and **supported** in their learning * We celebrate the culture, knowledge and experience of **Aboriginal and Torres Strait Islander people** and are **responsive to the needs** of Kooriechildren and young people * We recognise the crucial role of **parents and carers** as first educators and build **positive partnerships** between parents, carers and education providers * We **engage with community and industry** to enhance education outcomes and pathways * We **evaluate** progress to inform future planning and draw on data and feedback to understand the outcomes of our initiatives and programs | **Children and young people in Bendigo will have access to a wide range of programs, pathways and post-school destinations that are relevant to their abilities, interests and aspirations** | Investigate and develop a staged plan for future educational provision needs for Bendigo  Investigate and implement shared specialist programs across Bendigo’s secondary schools | Investigate provision needs and evaluate costs/benefits of models for provision, including co-location of early years and school services, Bendigo FLO , 7-12 and P-12 options and/or additional senior secondary campus  Develop a Business Case and Project Plan for specialisation across Bendigo’s secondary colleges, drawing on school community input and feedback |
| **Bendigo’s educators will be confident in their capacity to support and extend all learners to achieve excellence** | Ensure a system-wide culture of teachers as leaders and problem-solvers by strengthening and expanding opportunities for shared professional learning within and across settings | Create cross-school teacher networks to focus on measureable problem-solving and sharing of best practice based on areas of common need.  Create opportunities for educators to observe and learn from approaches to teaching, learning and development at key age-stages beyond their own settings. e.g. kindergarten/prep, primary school/secondary school, secondary school/senior secondary school, senior secondary school/TAFE/University (in both directions) |
| **Bendigo’s children and young people will be confident and resilient in their learning, motivated and aspirational in their thinking, and capable in their actions, interactions, knowledge and skills** | Implement strategies to extend all students and generate student agency and voice  Ensure that all of Bendigo’s education services are safe and nurturing environments, where every child has the capacity to thrive and excel, regardless of background or circumstance | Partner with the City of Greater Bendigo to facilitate local agency engagement with young people around key matters relating to educational change, improvement and reform  Ensure that trauma-informed principles underpin pedagogy and practices in all of Bendigo’s early learning centres and schools |
| **Bendigo’s schools and services will provide access to relevant, inclusive, engaging and future-focused curriculum, supported by best practice approaches to teaching, learning and pedagogy** | Implement early childhood training partnerships to build educators’ capacity to deliver best practice approaches to teaching, learning and pedagogy in the early years  Create a culture of innovative STEM learning in schools, harnessing the principles, practices and opportunities championed by the Tech School | Develop a Business Case and Project Plan for an early childhood training academy to focus on sharing best practice in early years education, drawing on community input and feedback  Create a Community of Practice focused on enhancing students’ engagement with STEM learning through community partnerships and best-practice approaches to STEM curriculum, pedagogy and assessment |
| **Children and young people in Bendigo will experience supported and individualised transitions at key points of change in their education from early childhood, through schooling and beyond to higher education, skills, training and employment** | Analyse, evaluate and strengthen transition and re-engagement processes, particularly for vulnerable children and young people, at key stages in their learning and development | Draw on input from reference groups comprised of parents, students, teachers, careers counsellors and staff from feeder services, to establish, trial, measure and report on key actions designed to improve students’ transition experiences in every school and further education setting, with a focus on priority cohorts\*  Leverage the expertise of Bendigo FLO and NETschool to create a Community of Practice focused on strengthening Flexible Learning Options in secondary schools |
| **Families and carers will be actively engaged in working with Bendigo’s education providers to support children’s learning in and out of the home.** | Provide resources and opportunities that strengthen parents/carers capacity to engage with their children’s learning programs and pathways | Use existing resources, including local networks and events, to enhance community involvement in children’s literacy and to promote widespread understanding of the importance of parents as first educators, with a particular focus on engaging families and carers of Koorie children  Partner with education providers, families, carers and young people to co-design inclusive resources that promote awareness and understanding of twenty-first century work skills and local pathways options through schooling and beyond |
| **The wider Bendigo community, including other service providers and industry, will be engaged with the education profession in improving outcomes for children and young people.** | Develop and extend collaborations with local industry, businesses and organisations to support opportunities and pathways  Build provider engagement and collaboration with the City of Greater Bendigo’s Health and Wellbeing Plan. | Increase and strengthen industry and business participation and placements, including but not limited to programs through Bendigo’s Trade Training Centre, Passions and Pathways, Structured Workplace learning, School Based Apprenticeships, Young Industry Ambassadors and Bendigo Tech School  Engage children and young people in co-designing initiatives to support aspects of the City of Greater Bendigo’s Health and Wellbeing Plan |

\*priority cohorts include Aboriginal and Torres Strait Islander children and young people, children and young people in out-of-home-care, children and young people who are eligible for the Program for Students with Disabilities (PSD) funding, and children and young people with English as an Additional Language (EAL)

1. Figures obtained from profile.id.com.au/Bendigo, based on Australian Census Data from 2016 and 2011 [↑](#footnote-ref-2)
2. http://lmip.gov.au/default.aspx?LMIP/EmploymentProjections [↑](#footnote-ref-3)
3. https://profile.id.com.au/bendigo/industries [↑](#footnote-ref-4)
4. https://www.fya.org.au/wp-content/uploads/2017/07/FYA\_TheNewWorkSmarts\_July2017.pdf [↑](#footnote-ref-5)
5. 2016 School Entrant Health Questionnaire [↑](#footnote-ref-6)
6. 2016 School Entrant Health Questionnaire [↑](#footnote-ref-7)
7. Ibid. [↑](#footnote-ref-8)
8. On Track Survey 2016 [↑](#footnote-ref-9)
9. https://profile.id.com.au/bendigo/industries [↑](#footnote-ref-10)
10. www.bendigo.vic.gov.au/healthandwellbeingplan [↑](#footnote-ref-11)
11. On Track Survey 2016 [↑](#footnote-ref-12)
12. Tayler, C (2016), The E4Kids study: Assessing the effectiveness of Australian early childhood education and care programs. [↑](#footnote-ref-13)
13. Hattie, J.A.C. (2003, October). Teachers make a difference: What is the research evidence? Paper presented at the Building Teacher Quality: What does the research tell us ACER Research Conference, Melbourne, Australia. Retrieved from http://research.acer.edu.au/research\_conference\_2003/4/ [↑](#footnote-ref-14)