Truganina College, 5501. Strategic Plan 2017-2020

School vision	School values	Context and challenges	Intent, rationale and focus

Our school community is one with high expectations. We are collaborative and inclusive of all.
 	
We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement.
	In 2015, the first year of the school, the student rights and responsibilities were developed. Students have three rights; the right to be safe, the right to learn and the right to be happy. With these rights come responsibilities which all students develop with age appropriate support from their classroom teachers. In 2016, the school community adopted the school motto of; *Inspiring Excellence in Learning to Believe, Achieve and Succeed.* In 2017, the school values will be identified through a process of community consultation.	Officially opened in 2015, Truganina College is located in the growth corridor of Wyndham in the western area of Melbourne. In 2017, enrolments in years F-8 are in excess of 800 students. Enrolment numbers are trending up, with further increase expected.
		
		The Student family Occupation (SFO) Index is 0.6884 which is in the high band when compared to the state median index of 0.5126. The Student Family Occupation and Education (SFOE) Index is 0.5272 which is in the medium band when compared to the state median of 0.4477. (School Summary Report and Supplementary School Level Report, 2016)
		
		Truganina College has a focus on strong learning growth for every student and a culture of high expectations. The College has high quality learning programs that are age, stage and ability appropriate. Teachers collaborate in *Teaching and Learning Teams* (TLTs), which support a strategic and consistent approach to assessment, curriculum planning and differentiated teaching, and learning. Student learning data and evidence is carefully monitored and used to inform best practice. The F-9 curriculum follows the expectations and guidance of the Victorian Curriculum with a backwards design, understanding what our students require to be successful in all year levels leading up to VCE and beyond. Particular attention is paid to the key transition points between educational settings and year levels.
		
		Leadership opportunities for staff have been a focus, with building capacity an important factor now and into the future. Staff are encouraged to seek leadership opportunities both within and beyond Truganina College and participate actively in a differentiated adult learning model which is informed by student learning needs.
		
		The school will continue a laser like focus on improving student learning results in all subject areas with a particular focus on literacy and numeracy. A consistent framework for delivering the curriculum with continued work on staff capacity in data analysis and the implementation of coaching and staff feedback will be a focus. The school will continue to work with the community around the development of a strong learning culture.
		
		Student voice, student leadership and student agency will be strengthened so that students realise that they can impact on things that matter to them at school.
			After carefully considering the collected evidence from the School review, including feedback from families, staff and students, school data and strategic opportunities for development the key areas that the school will focus on aligned to the FISO priorities are:
			Please note: Intent – What, Rationale – Why, Focus – FISO area,
			1. **a. Intent:** To improve student learning outcomes in all areas with a particular focus on literacy & numeracy.
			    b. Rationale: Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital.
			    c. Focus: Curriculum planning and assessment - *The documented whole school curriculum plan will demonstrate how the school will meet the needs of all students and enable them to become confident individuals, successful learners and responsible citizens.* The curriculum will be *monitored and evaluated…and pedagogy, assessment and reporting will* inform evidence based high impact teaching strategies that are consistently implemented. (Continua of Practice for School Improvement, pg.8).
			
			2. **a. Intent:** To develop a culture of teaching and learning and wellbeing excellence that empowers both students and staff through staff development and capacity building, high expectations of the use of a whole school learning model and a focus on data to track cohort progress and inform teacher planning for differentiated learning.
			    b. Rationale: Marzano et al. 2014 state, "…classroom teachers are using instructional strategies in a way that reaches all students and are taking appropriate steps to improve teacher competence…High quality instruction is the prerequisite for a guaranteed and viable curriculum…at any point in time, the school can identify individual student strengths and weaknesses relative to specific subjects and use moderation of common student assessment tasks as evidence."
			    c. Focus: Building practice excellence – *Effective schools are learning communities. At the core of this is a culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement. Research highlights that the quality of teachers is a key determinant of variation in student achievement. Engaging teachers in high quality professional learning is the most successful way to improve teacher effectiveness…Student outcomes data provides the focus for professional learning and is used to evaluate the impact of that learning on teacher practice and student achievement…* (Continua of Practice for School Improvement, pg. 6).
			
			3. **a. Intent:** To actively create an educational partnership to support each family's learning journey, focussing on their children and improving their learning and wellbeing outcomes.
			    b. Rationale: Family partnership in student learning assists to improve student learning and wellbeing outcomes.
			    c. Focus: Building communities – *Genuine school/family partnerships are based on trust, mutual respect and support the school's vision & values. They have the greatest impact when they are focussed on student learning and wellbeing and underpinned by student agency.* (Continua of Practice for School Improvement, pg. 17).

1. To grow each student's learning outcomes across all curriculum areas, with a focus on literacy and numeracy.

Curriculum planning and assessment

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1. Key Improvement Strategy

To build a college plan that has a clear evidence based relationship between the curriculum standards, learning goals, learning opportunities and assessment strategies to inform teaching practice and target the students' zone of proximal development.

High Level Actions

- Develop and build collective commitment, capacity and responsibility to a consistently applied high quality instructional model.
- Build & strengthen a *Guaranteed and Viable Curriculum* in all areas, with a focus on literacy and numeracy.
- Build a quality control process that ensures high impact evidence based curriculum and assessment practises.
- Build staff capacity to purposefully collect and use data as evidence to monitor, inform and further improve their impact on learning. This analysis is also used as the basis for regular feedback and reporting to students and their families.
- Develop a formal process for students to have input into curriculum planning, teaching and assessment.

By 2020

- To increase the percentage of students in the highest two NAPLAN bands (numeracy, reading, spelling, grammar & punctuation and writing).
- To reduce the percentage of students in the lowest two NAPLAN bands (numeracy, reading, spelling, grammar & punctuation and writing).

NAPLAN	2015 Highest two bands				2016 Highest two bands				2015 Lowest two bands				2016 Lowest two bands			
	Year 3	Year 5	Year 7 *No students in the cohort	Year 9 *No students in the cohort	Year 3	Year 5	Year 7	Year 9 *No students in the cohort	Year 3	Year 5	Year 7 *No students in the cohort	Year 9 *No students in the cohort	Year 3	Year 5	Year 7	Year 9 *No students in the cohort
Numeracy	9.5%	47%	N/A	N/A	39%	26%	7%	N/A	48%	23.5%	N/A	N/A	26%	23%	28%	N/A
Reading	25%	41%	N/A	N/A	50%	22%	19%	N/A	15%	23.5%	N/A	N/A	11%	19%	40%	N/A
Spelling	26%	53%	N/A	N/A	60%	32%	11%	N/A	26%	17.6%	N/A	N/A	11%	23%	35%	N/A
Grammar & Punctuation	21%	53%	N/A	N/A	48%	26%	9%	N/A	26%	29%	N/A	N/A	11%	32%	52%	N/A
Writing	16%	65%	N/A	N/A	69%	19%	12%	N/A	26%	11.7%	N/A	N/A	4%	13%	33%	N/A

*Source: School Summary Report 2016

By 2020

- To increase the percentage of students relative to similar schools making medium to high growth against NAPLAN data across all areas (numeracy, reading, writing, spelling, grammar & punctuation) as follows:
  - Year 3-5: at or above 80% of students making medium to high growth.
  - Year 5-7: at or above 72% of students making medium to high growth.
  - Year 7-9: at or above 72% of students making medium to high growth.
- To reduce the percentage of students relative to similar schools making low growth against NAPLAN data across all areas (numeracy, reading, writing, spelling, grammar & punctuation) as follows:
  - Year 3-5: at or below 20% of students making low growth.
  - Year 5-7: at or below 28% of students making low growth.
  - Year 7-9: at or below 28% of students making low growth.

NAPLAN	2016 Relative Growth (medium and high)				2016 Relative Growth (low)				2016
	Year 3 – Year 5		Year 5 – Year 7		Year 3 – Year 5		Year 5 – Year 7		Year 7 – Year 9
	Truganina	Similar Schools	Truganina	Similar Schools	Truganina	Similar Schools	Truganina	Similar Schools	*No students in the cohort
Numeracy	85%	77%	71%	71%	15%	24%	29%	28%	N/A
Reading	86%	75%	75%	81%	14%	24%	25%	29%	N/A
Spelling	95%	N/A	73.5%	N/A	5%	N/A	26.5%	N/A	N/A
Grammar & Punctuation	70%	N/A	71%	N/A	30%	N/A	29%	N/A	N/A
Writing	81%	75%	79%	72%	19%	26%	21%	28%	N/A

*Source: Supplementary School Level Report 2016

By 2020

- The College will be at or above intake adjusted scores across reading and numeracy.
  (Sources: 2016 Performance Summary including Intake Adjusted Charts, Government School Performance Report 2016)

2. To strengthen a positive culture for learning that empowers both students and staff.	Building practice excellence	**2a.Key Improvement Strategy** To build collaborative professional learning based on student learning data to improve the consistency and quality of teaching in every classroom. **High Level Actions** • Strengthen further and embed the culture of student centred coaching, which includes collaboration, involving feedback and reflection. • Research an adult learning model which is active, has choice, and is evidence informed and continuous. • Use the staff improvement and accountability processes of; VIT registration, Induction, the probationary and performance and development processes, to ensure a clear line of sight from the school goals to the contribution and accountability of each staff member. **2b. Key Improvement Strategy** To strengthen the connectedness of students to their peers and school. **High Level Actions** • Build a guaranteed and viable 21st century curriculum. • Research, generate and implement a comprehensive plan to promote student voice, student leadership and student agency. • Build on the data collection methods used in the area of student wellbeing & engagement and the use of this data to inform decision making. **2c. Key Improvement Strategy** Build collective commitment, capacity and responsibility to a whole school approach to student wellbeing. **High Level Actions** • Strengthen the collective responsibility and the rigorous processes to monitor, track, address and reward student attendance. • Implement, monitor and evaluate a whole school approach to student wellbeing and management.	**By 2020** • The overall percentage endorsement of the Staff Survey in the areas of School Climate and Professional Learning will be at or above 65%.

Staff Survey	2015 School	2015 State	2016 School	2016 State
	15 staff		31 staff	
School Climate Percentage Endorsement	76.7%	54.8%	73.8%	55.8%
Professional Learning Percentage Endorsement	N/A	58%	73.2%	59.6%

By 2020
• Student absences for Foundation – Year 6 will be at or below 15 days per year.
• Student absences for Year 7-9 will be at or below 15 days per year.

Student Absences Days per full time equivalent	2015 School	2015 State	2016 School	2016 State
Foundation – Year 6	19.04	14.64	15.56	15.01
Year 7 - 9	N/A	18.24 *Year 7-12	11.68	18.87 *Year 7-12

By 2020
• Attitudes to School Survey components of Student Safety, School Connectedness and Student Motivation to be at or above the state mean.

Attitudes to School	2015 Year 5-6		2015 Year 7-9		2016 Year 5-6		2016 Year 7-9	
	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean
Student Safety	4.31	4.35	N/A	N/A	4.73	4.35	4.84	4.32
School Connectedness	4.48	4.39	N/A	N/A	4.35	4.36	4.26	3.59
Student Motivation	4.65	4.56	N/A	N/A	4.58	4.55	4.63	4.23

3. To increase community connectedness in supporting outstanding student achievement.	Building communities	**3. Key Improvement Strategy** Create an educational partnership to support each family's learning journey, focussing on their children and improving their learning and wellbeing outcomes. **High Level Actions** • Consult, develop, implement and evaluate a whole school community plan for all stake holders to work together to maximise student outcomes in learning and wellbeing.	**By 2020** • The overall mean of the Parent Opinion Survey in the areas of Approachability and Learning Focus will be at or above the state mean.

Parent Opinion Survey	2015 School mean	2015 State mean	2016 School mean	2016 State mean
	30 respondents		61 respondents	
Approachability	6.26	5.73	6.03	5.72
Learning Focus	6.00	5.72	6.09	5.70

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