

School Strategic Plan 2020-2024

Truganina P-9 College (5501)



Truganina College

Submitted for review by Christopher Pugh (School Principal) on 19 May, 2021 at 11:28 AM
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School Strategic Plan - 2020-2024

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School vision	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.
School values	<p>The College motto of Inspiring Excellence in Learning to Believe, Achieve and Succeed underpins all College decisions.</p> <p>Learn - We actively learn through persistence and having a growth mindset. Resilience - We are resilient by noticing our emotions, problem solving and knowing when to ask for help. Respect - We are respectful by being kind to others, the environment and ourselves. Responsible - We are responsible by being safe, honest and following instructions.</p>
Context challenges	<p>Officially opened in 2015, Truganina College is located in the growth corridor of Wyndham in the western area of Melbourne. In 2015, the College had 150 students. In 2021, enrolments in years F-9 are in excess of 2000 students. Enrolment numbers have continued to trend up, however with the opening of three local schools, they may stabilise over the next strategic plan cycle. The Student Family Occupation and Education (SFOE) Index is 0.4196 which is in the low-medium band when compared to the state (School Summary Report and Supplementary School Level Report, 2020).</p> <p>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. The Truganina College F-9 curriculum followed the expectations and guidance of the Victorian Curriculum alongside the Department of Education and Training's High Impact Teaching Strategies and the Truganina College Instructional Framework. Teachers collaborate in Professional Learning Communities (PLCs), 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. Particular attention is paid to the key transition points between educational settings and year levels including Kinder to Foundation, Year 6-7 and Year 9-10.</p> <p>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 literacy and numeracy. This will be done through building teacher capacity to implement the Truganina College Instructional Framework, working within PLCs to use data and evidence to intentionally differentiate for each individual learner. The school has been commended for its work with the community around the development of a strong learning culture and will work to maintain and grow these partnerships. Student voice, student leadership and student agency will be strengthened so that students are heard and impact school decision making.</p>

<p>Intent, rationale and focus</p>	<p>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</p> <p>1. a. Intent: To improve student learning outcomes in literacy and 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: Building Practice Excellence: Professional Learning is focused on improving teacher effectiveness (FISO Continuum of Practice pg 9). Professional Learning is collaborative involving reflection and feedback (FISO Continuum of Practice pg 10). Curriculum planning and assessment: The curriculum plan is developed, documented and monitored (FISO Continuum of Practice pg 13).</p> <p>2. a. Intent: To empower students to become independent and self-regulating learners. b. Rationale: Students who find their own voice in supportive schools are more likely to develop a confident voice, a capacity to act in the world and a willingness to lead others. Student engagement is enhanced when students feel able to exert influence and participate more fully in the classroom, school and community (FISO Continuum of Practice pg 22). c. Focus: Empowering Students and Building School Pride: The school activates student voice, agency and leadership (FISO Continuum of Practice pg 23). The school builds connectedness and school pride (FISO Continuum of Practice pg 24).</p> <p>3. a. Intent: To enhance the health and wellbeing of all students. b. Rationale: Student wellbeing relies on positive, trusted and supportive environments, basic material needs being met, good mental, social, emotional and physical health, learning, participation and a positive sense of culture and identity. A whole-school approach to health and wellbeing is integral to positive student engagement, learning, growth, relationships and achievement (FISO Continuum of Practice pg 20). c. Focus: Setting Expectations and Promoting Inclusion: The school strengthens engagement (FISO Continuum of Practice pg 26). The school strengthens inclusion (FISO Continuum of Practice pg 27). Health and Wellbeing: The school strengthens the health and wellbeing of all students (FISO Continuum of Practice pg 21).</p>
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Goal 1	To improve student learning outcomes in Literacy and Numeracy.
Target 1.1	<p>NAPLAN - To increase the percentage of students in the top two bands for:</p> <ul style="list-style-type: none">● Year 3 Numeracy from 41% (2019) to 45% (2024)● Year 3 Reading from 55% (2019) to 59% (2024)● Year 3 Writing from 66% (2019) to 70% (2024)● Year 5 Numeracy from 31% (2019) to 35% (2024)● Year 5 Reading from 38% (2019) to 42% (2024)● Year 5 Writing from 21% (2019) to 25% (2024)● Year 7 Numeracy from 32% (2019) to 36% (2024)● Year 7 Reading from 22% (2019) to 26% (2024)● Year 7 Writing from 15% (2019) to 19% (2024)● Year 9 Numeracy from 26% (2019) to 30% (2024)● Year 9 Reading from 18% (2019) to 22% (2024)● Year 9 Writing from 4% (2019) to 9% (2024)
Target 1.2	<p>To increase the percentage of students at or above in benchmark growth:</p> <ul style="list-style-type: none">● Year 3-5 Numeracy from 87% (2019) to 91% (2024)● Year 3-5 Reading from 85% (2019) to 89% (2024)● Year 3-5 Writing from 78% (2019) to 82% (2024)● Year 5-7 Numeracy from 81% (2019) to 85% (2024)● Year 5-7 Reading from 85% (2019) to 89% (2024)● Year 5-7 Writing from 67% (2019) to 73% (2024)

	<ul style="list-style-type: none"> ● Year 7-9 Numeracy from 73% (2019) to 77% (2024) ● Year 7-9 Reading from 85% (2019) to 89% (2024) ● Year 7-9 Writing from 67% (2019) to 73% (2024)
Target 1.3	<p>Teacher Judgements: To increase the percentage of students achieving at or above the expected level in the Victorian Curriculum from Years 5 and 9 –</p> <ul style="list-style-type: none"> ● Year 5 Number and Algebra from 69% (2019) to 75% (2024) ● Year 5 Reading and viewing from 77% (2019) to 81% (2024) ● Year 5 Writing from 71% (2019) to 75% (2024) ● Year 9 Number and Algebra from 43% (2019) to 47% (2024) ● Year 9 Reading and viewing from 57% (2019) to 61% (2024) ● Year 9 Writing from 57% (2019) to 61% (2024)
Target 1.4	<p>School Staff Survey (SSS): To increase the percentage of positive responses in the following factors from the School Climate domain –</p> <ul style="list-style-type: none"> ● Academic Emphasis from 55% (2020) to 65% (2024) ● Collective Efficacy from 59% (2020) to 65% (2024)
Key Improvement Strategy 1.a Building practice excellence	Implement the Instructional Framework with fidelity across the College.
Key Improvement Strategy 1.b Building practice excellence	Develop leadership capability among teachers in the implementation and monitoring of PLCs to drive student learning growth.

Key Improvement Strategy 1.c Curriculum planning and assessment	Strengthen teacher capabilities to utilise data and evidence to differentiate the curriculum to each student's point of need.
Goal 2	To empower students to become independent and self-regulating learners.
Target 2.1	Student Attitudes to School survey: To increase the percentage of positive responses in the following factors: <ul style="list-style-type: none"> ● Student Voice and Agency from 85% (2019) to 89% (2024) ● Stimulated Learning (Years 7–9) from 84% (2019) to 88% (2024)
Target 2.2	Attendance Data: <ul style="list-style-type: none"> ● To decrease the number of student absence days from 17 days in F–9 (2019) to 15 days (2024).
Target 2.3	Parent Opinion Survey: To increase the percentage of positive responses in the following factors: <ul style="list-style-type: none"> ● Stimulated Learning Environment form 79% (2019) to 83% (2024) ● Student Agency and Voice from 80% (2019) to 84% (2024)
Key Improvement Strategy 2.a Empowering students and building school pride	Empower students to have agency in their learning within and beyond school.

Key Improvement Strategy 2.b Empowering students and building school pride	Enable collaboration between students and teachers to ensure academic rigour, curiosity and engagement in learning.
Goal 3	To enhance the health and wellbeing of all students.
Target 3.1	Student Attitudes to School survey: To increase the percentage of positive responses in the following factors: <ul style="list-style-type: none"> ● Respect for Diversity from 85% (2019) to 89% (2024) ● Resilience from 84% (2019) to 88% (2024) ● Teacher Concern (Years 7–9) from 77% to 81% (2024)
Target 3.2	Parent Opinion Survey: To increase the percentage of positive responses in the following factors in the Safety category: <ul style="list-style-type: none"> ● Respect for Diversity from 87% (2019) to 91% (2024) ● Promoting Positive Behaviour from 84% (2019) to 88% (2024) ● Confidence and Resilience from 83% (2019) to 87% (2024)
Target 3.3	School Wide Positive Behaviour Support Program: To increase the number of positive behaviour reports recorded on the school’s management system by 5 per cent.

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Foster a safe, supportive and inclusive school that promotes, protects and celebrates diversity.
Key Improvement Strategy 3.b Health and wellbeing	Embed the teaching of social and emotional skills to build resilience.