



2024 – 2028 Strategic Plan

Inspiring excellence in Learning to Believe, Achieve and Succeed

Purpose Statement

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.

2024 – 2028

To develop the capacity of all students to be active learners, leaders and citizens.

Goal 1:

To maximise the learning achievement and growth of every student.

Rationale

Students at Truganina P-9 College consistently achieved at or above students in similar schools in literacy and numeracy. The college established a whole of college guaranteed and viable curriculum, instructional framework and coaching framework. Observations showed that teachers were implementing the agreed practices with increasing levels of confidence and fidelity. Outcomes for all cohorts of students, particularly disadvantaged students, were not equitable however, and the panel agreed that a continuing focus on building high quality instructional practices and activating student agency in learning would further improve outcomes for all students. The panel agreed that learning achievement and growth be a focus in the next School Strategic Plan.

Goal 2:

To improve the wellbeing of every student.

Rationale

The 2024 school performance group for Truganina P-9 College for wellbeing was high. Parents, students and staff reported students were well supported in classrooms and from all staff including the wellbeing team. Leadership reported an improving learning environment and overall the panel found classrooms to be calm and positive. The college was implementing Departmental initiatives to support student mental health and wellbeing including the Disability Inclusion Process and the School-Wide Positive Behaviour Framework. The panel agreed that strengthening family and community connection to consistently implement positive behaviour approaches and multi-tiered systems of support be a priority in the next School Strategic Plan.

Key Improvement Strategies

FISO 2.0

1A Strengthen professional learning communities to embed a culture of collaborative curriculum planning that assesses the impact of teaching and adjusts to meet individual student needs.

Leadership

Teaching & Learning

Assessment

Key Improvement Strategies

FISO 2.0

2A Embed whole-school multi-tiered approaches to wellbeing and inclusion.

Engagement

Support & Resources

1B Strengthen staff capability to utilise data, evaluate the impact on student learning and evidence to drive responsive teaching.	Teaching & Learning Assessment	2B Refine and enhance the processes to support mental health, wellbeing and connectedness to school.	Teaching & Learning Engagement Support & Resources
1C Build staff and student capability to activate students' agency in learning.	Teaching & Learning Engagement	2C Strengthen partnerships with parents, carers and community.	Leadership Teaching & Learning Support & Resources

Targets		Targets	
1.1	By 2028 increase the percentage of students achieving exceeding or strong proficiency on NAPLAN from the 2024 benchmark for: - Year 3 reading from 66% to 80%, writing from 79% to 83% and numeracy from 63% to 80% - Year 5 reading from 74% to 80%, writing from 81% to 85% and numeracy from 65% to 80% - Year 7 reading from 72% to 76%, writing from 73% to 77% and numeracy from 68% to 72% - Year 9 reading from 59% to 70%, writing from 56% to 60% and numeracy from 56% to 70% and <u>Equity Funded Students</u> - Equity funded students in Year 5 reading from 52% to 60% - Equity funded students in Year 9 reading from 36% to 42%	2.1	By 2028 increase the percentage positive endorsement on the Attitudes to School Survey (Years 4-6 and 7-9) for: Years 4 – 6 - Managing bullying from 75% (2024) to 80% - School connectedness from 81% (2024) to 85% - Stimulated learning from 88% (2024) to 92% - Student voice and agency from 75% (2024) to 79% Years 7 – 9 - Managing bullying from 48% (2024) to 55% - School connectedness from 45% (2024) to 50% - Stimulated learning from 64% (2024) to 68% - Student voice and agency from 52% (2024) to 56%
1.2	By 2028 increase the percentage of students achieving at or above NAPLAN benchmark growth for: - Year 5 reading from xx% (2025) to yy% and numeracy from xx% (2025) to yy% - Year 7 reading from xx% (2025) to yy% and numeracy from xx% (2025)	2.2	By 2028 increase the percentage positive endorsement on the School Staff Survey for: Parent and community involvement from 69% (2024) to 73%

	to yy% Year 9 reading from xx% (2025) to yy% and numeracy from xx% (2025) to yy% (To be finalised when 2025 data is available)		
1.3	By 2028 increase the percentage of students achieving at or above expected growth using teacher judgement (time series) against the Victorian Curriculum for: Years 1 to 6 - Reading from 87% (2023) to 91% - Writing from 89% (2023) to 91% - Mathematics from xx% (2025) to yy% (to be finalised when 2025 data is available- mid 2026 due to 2.0 curriculum) Years 7 to 9 - Reading from 76% (2023) to 80% - Writing from 81% (2023) to 85% - Mathematics from xx% (to be finalised when 2025 data is available- mid 2026 due to 2.0 curriculum)	2.3	By 2028 increase the attendance rate for Prep to Year 6 from 88.8% (2023) to 93% and for Years 7 to 9 from 86.1% (2023) to 90%
1.4	By 2028 increase the percentage positive endorsement on the School Staff Survey for: - Collective efficacy from 57% (2024) to 61% - Teacher collaboration from 57% (2024) to 61% - Staff trust in colleagues from 61% (2024) to 65%		

1.GVC

- a. VTLM 2.0 – Build teacher capability
 - i. Formative assessment and responsive teaching
 - ii. Explicit Teaching
 - iii. Teachers as facilitators
- b. Vic Curic 2.0
- c. Foundational skills for literacy and numeracy
- d. Build teacher capacity in responsive instruction
 - i. Curriculum, assessment and pedagogy
- e. Embed a culture of curriculum planning that assesses the impact of learning
- f. programs and adjusts to suit individual student needs

2. Assessment

- a. Improve assessment processes
- b. Moderation Cohort and vertical
- c. Authentic assessment (including community)
- d. Proficiency scales linked to SV and Agency

3. PLCs

- a. Use of data to teach to point of need
- b. Use data approach in PLC inquiry and collaborative planning
- c. Scaffolding up – data literacy and strategies
- d. Analyse data to differentiate the curriculum at each student point of need
- e. Driving coaching, monitoring and developing middle leaders. Celebrate and share success
- f. Coaching

4. Student agency

Increase staff capacity and awareness of tier 1 inclusive practices for all students

- a. PCMS
- b. Social awareness and self-regulation
- c. Non-negotiables
- d. Embed predictable classroom routines and supports
- e. Inclusive practices
- f. Develop data systems to monitor and inform wellbeing and inclusion support
- g. Attendance