

# School Strategic Plan 2020-2024

Truganina South Primary School (5498)



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# School Strategic Plan - 2020-2024

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<b>School vision</b>	<p>At Truganina South Primary School the child is at the centre of all we do. We collaborate to support student wellbeing and learning, preparing our students for happy and successful futures.</p> <p>This Vision statement has been reviewed through the process of the Professional Learning Communities in consultation with colleagues, students and parents.</p> <p>This vision is front and centre in communications with parents, in classrooms and is acknowledged during professional learning sessions and whenever teachers come together.</p> <p>The vision statement is displayed in learning spaces and students and teachers reference the vision and what qualities, characteristics and behaviours these emulate.</p>
<b>School values</b>	<p>At TSPS we live and foster a belief of life-long learning for all, supporting DET's targeted initiatives of learning for life, happy, healthy resilient children, breaking the link and pride and confidence in our school. This also reflects the mantra of the Wyndham Municipality's Learning Community Strategy that is to build Wyndham as a Learning Community and a love for life-long learning should be for all. At Truganina South Primary School, the child is at the centre and purpose of all that we do. Truganina South Primary school aligns itself with the DET's values of Integrity, Responsiveness, Respect, Accountability, Impartiality, Leadership and Human Rights. Our school Values line in the acronym of R.E.A.C.H- (Respectful) Relationships, Excellence, Acceptance, Collaboration, Honesty. These values were created by the original cohort of students at the school's opening in 2011 and continue to be relevant and steadfast in the school's beliefs and operations. Our students live with three mantras- I am ready to learn. I am respectful. I am safe. Our colleagues establish norms to ensure they carry out their responsibilities with professionalism and in collaboration, with the student at the centre of all we do. We are inclusive and welcoming of all our stakeholders- students, parents, colleagues and the wider community and value the relationships and partnerships that home, school and community afford us in the holistic development of all students.</p> <p>High expectations are held in the belief that all students can succeed and learn through a growth mindset.</p> <p>The school offers innovative, rich and rigorous curriculum delivered in a positive, stimulating and challenging learning environment where every child experiences success and develops a love of life-long learning. Our students are encouraged to explore their world through inquiry learning to become thinking, informed, resilient and self-directed, motivated and independent learners who are encouraged to achieve their personal best and contribute actively to their community.</p>

## Context challenges

Truganina South Primary School (TSPS) celebrates its tenth anniversary in 2021. The school is situated on the western fringe in a growth corridor of Melbourne in the municipality of Wyndham. The school is located on the corner of Parkvista Drive and Federation Boulevard, Truganina. In 2020, TSPS joined the Hobson's Bay Network, having previously been part of the Wyndham Network. It is one of the original cluster of schools created as part of the Public Private Partnerships (PPP) arrangement. Opening in 2011, TSPS experienced rapid enrolment growth for a number of years peaking at 770 in 2018. More recently (last two years) there has been a decline in enrolments. Our school caters for all year levels from Foundation -6. In 2020 enrolment was 711 at the end of the school year. Enrolments sit at 690. An enrolment zone ensures the students are drawn from the local area. The enrolments are on the decline as new neighbouring development sees new schools open on the outskirts of our school's zone. The building of two P-9 schools has also had an impact as families look for a one stop shop for all siblings.

The school's philosophy of collaboration and collective efficacy is reflected in the open design of the main buildings and the outfitting of relocatables to emulate open and flexible learning spaces. Teachers, Education Support personnel and students work collaboratively in learning communities, to create flexible teaching options to cater for the individual needs of all students. All teachers commit to having shared responsibility of the academic success and general wellbeing of all students within the learning community. In 2020 the communities were reduced to partnerships and triads to better cater for the development of effective relationships between teachers and their students. In 2020 a small team of colleagues (PLC team) participated in the Professional Learning Communities Initiative. Because of the PPP the school grounds and buildings are aesthetically appealing. In the past five years the school has added a number of features to its grounds, facilities and resources. The basketball courts have been refurbished, more shade sails have been installed around the periphery of the main building, the library has grown in abundance with resources, the Stephanie Alexander Kitchen Garden program has enhanced Sustainability and Science programs, an Indigenous Garden in honor of Truganini has been created as well as a number of other garden beds developed through Tree Planting Days. Murals have been painted on external classroom walls to create messages of welcome and belonging for all. The Well Being Hub has been created as a place of safe retreat and haven for our students. A kitchen is currently in draft stage and should be built in 2021 to accommodate the Stephanie Alexander Kitchen Garden program. Our school- based Community Hub (TrugHub) in partnership with YMCA and Arndell Park (Wyndham Council) employed a community liaison officer in 2020 and we now look forward to the many opportunities that will engage our community.

More than 60 cultures and languages are represented within our school community and there is high English as Another Language component as well. It is the purpose of TSPS to provide our students with excellence in teaching and learning and to ensure that all students experience success. A significant number of students do commence Foundation with no or limited preschool participation and that there is evidence of developmental vulnerability, language cognition risk and emotional immaturity. A significant number of students are assessed against the EAL Reporting Continuum. Currently there are 27 students on the PSD program and it is anticipated that this will grow in years to come. There were 5 students who identified as Indigenous. In 2017 the Student Family Occupation (SFO) was .543. In 2017, 0.4709, in 2018, 0.4774, in 2019, 0.4835, and in 2020 0.4858. Our Student Family Occupation and Education (SFOE) in 2016 was .39; in 2017, 0.3536; in 2018, 0.3515; in 2019, 0.3485; in 2020, 0.3457; in 2021, . A point worth noting is the 'discrepancy' between SFO and SFOE. Our families do value education and want their children to do well at school. Many of our families have university and post-graduate degrees from countries of birth that are not recognised in Australia and rightly so when they complete parent details on enrolment forms, do so with pride in stating their own level of educational attainment. The difficulty for our parents lies in how they can support their children as they undertake their studies in Victorian schools that are

	<p>primarily delivered in English. They are keen to support, many having taken part in our Parent Helpers Programs as well as information sessions and student showcase events.</p> <p>Grades are arranged as straight Preps and composite classes for Years 1-6. Student learning is driven comprehensive data analysis and teachers plan together to cater for all student learning. The school upholds high expectations of all. The school is very focused on student wellbeing and engagement, partnering with a number of agencies to support student needs as well as programs that support positive interactions (School Wide Positive Behaviour Strategy, Respectful Relationships {as a lead school}, Berry Street), Safety (e.g. Cyber safety) and resilience (the Resilience Project). The WellBeing Hub was created in 2020 with a Leading Teacher (WB), Speech Pathologist, ES support and our Community Hub leader making up the team. In doing so the school supports the holistic development of each and every student. Our Community Hub partnership with CH Australia will support and strengthen the engagement of our families.</p> <p>Moving forward, from the Review March 2021, critical areas of focus will centre upon:</p> <ul style="list-style-type: none"> <li>-the development of a guaranteed and viable curriculum for Literacy and Numeracy</li> <li>- the development and implementation of an effective pedagogical model of instruction</li> <li>-the deeper analysis of data (summative, diagnostic and formative) to ascertain progress and drive teaching and learning</li> <li>-the differentiation of teaching and learning for all students</li> <li>-the utilisation of high impact teaching strategies with a particular focus on goal setting and feedback</li> <li>-the enhancing of student voice and agency to instil in our students their leadership of their learning- co construction and feedback</li> <li>-the continued development of social and emotional skill development for all students.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Based on the findings of the Review, 2021 the following areas are key to our work in the next four years.</p> <p>Intent-(Goal 1): Improve student outcomes in literacy and numeracy.</p> <p>Rationale</p> <p>An analysis of our school's NAPLAN data has identified a lower than preferred percentage of students demonstrating at or above benchmark growth. Also, our students' results indicate a lower than desired percentage of students achieving in the top two bands and that students need to be challenged and stretched in the areas of both literacy and numeracy.</p> <p>Our Staff Opinion Survey also indicated a lower than expected rate with regard from our colleagues regarding academic emphasis.</p> <p>Focus</p> <p>In the first two years emphasis will be the continued embedding of best practice in Reading- building upon the intensive work carried out as part of our engagement with the Professional Learning Community initiative (PLC), the work carried out in conjunction with our Differentiated Support to Schools Initiative Partners (DSSI) and the leadership and facilitation of our Literacy School Improvement Team in driving this work to build teacher capacity in knowledge content, data literacy and best pedagogical practice. Inconsistencies in teacher practice and use of data to drive teaching and learning aimed at each student's need, has created the desire to embed classroom guarantees to ensure consistency in best practice The Cycle of Continuous Improvement will continue to be critical, in particular, through a lens of monitoring and tracking. In the latter two years of the SSP, the focus will shift to Numeracy, utilising the processes and planning as modelled and carried out by the Literacy Team to create a Numeracy Instructional Model,</p>

build teacher capacity in knowledge, data literacy and best pedagogical practice. Again, with the Cycle of Continuous Improvement guiding the implementation and embedding of this work. Whilst the school does have a range of curriculum documentation the varying level of documentation and implementation calls for a universal whole school scope and sequence that will be implemented by all colleagues. Mapping of whole school curriculum documentation has already commenced. Throughout the four-year life of this SSP, the creation, implementation and review of guaranteed and viable curriculum documentation will be carried out by the School Improvement Team (SIT) working parties in consultation and conjunction with all colleagues. Differentiating the teaching and learning will be a key focus. The FISO dimensions reflected will be those of Building Practice Excellence, Curriculum Planning and Assessment and Evaluating Impact on Learning.

Intent- ( Goal 2 ): Empower students to be independent, engaged and motivated learners.

#### Rationale

Survey data indicated lower than expected student perceptions regarding student voice and agency and stimulating learning. Teachers identified that curriculum planning was not focused on engaging students to be active leaders and participants of the learning process. This was validated by low levels of positive teacher surveys responses regarding the use of student feedback to improve their practice and to challenge students in their learning.

#### Focus

Teachers will continue to explore student voice and agency as it currently sits at our school and work towards the embedding of best practice for engaging students in their learning. Teachers will strengthen their knowledge, understanding and practice to activate student voice and agency in learning. Whilst the school has begun to explore elements of student voice and agency and teachers have been encouraged to utilise a range of practices, there is a lack of confidence on the part of some colleagues to embed these in their practice. The disparities in the level of challenge for all students and inconsistencies in student involvement in goal setting has highlighted the need for greater work in order to engage students as leaders of their learning, improve motivation and improve their learning outcomes.

The staging of this will occur primarily in Reading as the first focus area for development whereby teachers will explore avenues for gauging student feedback and learning about student work and teacher practice. Students will be provided with learning opportunities that are challenging, engaging and promote curiosity as well as stretch their thinking and learning. Students will also have opportunities to be reflective of and monitor their own learning. This will be translated and adapted when the focus on Numeracy begins in the latter part of the SSP- replicating and building upon the practices developed as part of our focus on Reading. The FISO dimensions reflected will be Empowering Students and building School pride and Evaluating Impact on Learning.

Intent- (Goal 3); Enhance the Health and Wellbeing of all students.

#### Rationale

Survey data indicated lower than expected student perceptions regarding teacher concern and lower than expected parent perceptions of the level of students' confidence and resiliency skills. The work being carried out by the Wellbeing team is to be commended but the desire is to build all staff capability to teach social and emotional skills. In this way each student can build their personal and social capabilities so that their wellbeing needs can be met, improved and strengthened. The impact is to see improved results and outcomes in the area of positive climate for learning.

	<p><b>Focus</b></p> <p>SIT Leadership and the Well Being Teams will continue to have a spotlight on building staff capabilities to teach social and emotional capabilities and intelligence. This will be carried across the next four years by providing professional learning that embeds best practice, engaging with current research based programs and connections. (School Wide Positive Behaviours Strategy, Berry Street, Resilience Project). The PL will provide teachers with increased capacity to engage with students in the first instance of issue or concern, then working in conjunction with WellBeing personnel or Leadership to manage these. Utilising this learning, teachers will be empowered to build the social and personal capabilities of all students. Parents/ carers/kin will also have opportunities to engage and learn about how the home school partnership can support student wellbeing and engagement at school through parent information sessions supported by the Well Being Team and our Community Hub.</p> <p>The FISO dimensions reflected will be Building Practice Excellence and Health and Wellbeing.</p>
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<b>Goal 1</b>	Improve student outcomes in literacy and numeracy.
<b>Target 1.1</b>	<p>NAPLAN Benchmark growth</p> <p>Increase the percentage of students achieving at or above benchmark growth in:</p> <ul style="list-style-type: none"><li>• Numeracy from 82% (2019) to 90% (2024)</li><li>• Reading from 64% (2019) to 84% (2024)</li><li>• Writing from 82% (2019) to 90% (2024)</li></ul>
<b>Target 1.2</b>	<p>Top 2 bands NAPLAN</p> <p>Increase the percentage of students achieving in the top 2 bands in:</p> <ul style="list-style-type: none"><li>• Numeracy:<ul style="list-style-type: none"><li>○ Year 3 from 28% (2019) to 40 % (2024)</li><li>○ Year 5 from 24% (2019) to 33 % (2024)</li></ul></li><li>• Reading:<ul style="list-style-type: none"><li>○ Year 3 from 47% (2019) to 55% (2024)</li><li>○ Year 5 from 26% (2019) to 45% (2024)</li></ul></li><li>• Writing:<ul style="list-style-type: none"><li>○ Year 3 from 57% (2019) to 61% (2024)</li><li>○ Year 5 from 8% (2019) to 15% (2024)</li></ul></li></ul>

<b>Target 1.3</b>	<p>Victorian Curriculum as measured by teacher judgements</p> <p>Increase the percentage of students achieving at or above age expected levels in:</p> <ul style="list-style-type: none"> <li>• Reading from 86% (2019) to 91% (2024)</li> <li>• Writing from 81% (2019) to 85% (2024)</li> <li>• Number and algebra from 76% (2019) to 82% (2024)</li> </ul>
<b>Target 1.4</b>	<p>School Staff Survey (SSS)</p> <p>Increase the percentage of positive endorsement by teachers in the SSS for the factors:</p> <ul style="list-style-type: none"> <li>• academic emphasis from 58% (2019) to 72% (2024)</li> <li>• collective efficacy from 62% (2019) to 77% (2024).</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop and implement an effective school instructional model
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Develop and implement a guaranteed and viable curriculum
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Develop the effective use of data to inform and differentiate teaching and learning.
<b>Goal 2</b>	Empower students to be independent, engaged and motivated learners.
<b>Target 2.1</b>	Student Attitudes to School Survey (AtoSS)

	<p>Increase the percentage of positive endorsement by students in the AtoSS for the factors:</p> <ul style="list-style-type: none"> <li>• student voice and agency from 58% (2019) to 73% (2024)</li> <li>• self-regulation and goal setting from 81% (2019) to 88% (2024)</li> <li>• stimulating learning from 73% (2019) to 83% (2024)</li> <li>• motivation and interest from 78% (2019) to 85% (2024)</li> </ul>
<b>Target 2.2</b>	<p>School Staff Survey (SSS)</p> <p>Increase the percentage of positive endorsement by teachers in the SSS for the factors:</p> <ul style="list-style-type: none"> <li>• use student feedback to improve practice from 58% (2019) to 75% (2024)</li> <li>• promote student ownership of learning goals from 60% (2019) to 80% (2024).</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Strengthen teacher knowledge and practice to activate student voice and agency in learning
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop student learning opportunities that are challenging, engaging and promote curiosity
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Develop and implement opportunities for students to be reflective and self-monitoring learners.
<b>Goal 3</b>	Enhance the health and wellbeing of all students.

<b>Target 3.1</b>	<p>Student Attitudes to School Survey (AtoSS)</p> <p>Increase the percentage of positive endorsement by students in the AtoSS for the factors:</p> <ul style="list-style-type: none"> <li>• sense of connectedness from 76% (2019) to 85% (2024)</li> <li>• teacher concern from 61% (2019) to 77% (2024)</li> <li>• resilience from 78% (2019) to 85% (2024)</li> <li>• managing bullying from 73% (2019) to 80% (2024)</li> </ul>
<b>Target 3.2</b>	<p>Parent opinion survey (POS)</p> <p>Increase the percentage of positive endorsement by parents in the POS for the factor:</p> <ul style="list-style-type: none"> <li>• confidence and resiliency skills from 80% (2019) to 87% (2024)</li> </ul>
<b>Target 3.3</b>	<p>Attendance</p> <ul style="list-style-type: none"> <li>• Reduce the number of average days absence from 20.5 (2019) to 16 (2024)</li> <li>• Reduce the percentage of 20 plus days absences from 39% (2019) to 25% (2024).</li> </ul>
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Build staff capability to teach social and emotional skills
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Build the personal and social capabilities of each student.

