School Strategic Plan 2024-2028

Truganina South Primary School (5498)

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School vision	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.
School values	It is the mission of Truganina South Primary School to provide our students with excellence in Teaching and Learning and to ensure that all students experience success. Through community connectedness, students develop a love of learning allowing them to become self motivated, curious and tolerant citizens. Our School Values Relationship - Developing strong relationships with all community members. Behaviours: I will speak positively to others.- I will listen to others and accept what they have to say I will support others in need. I will include others and embrace their contributions. Excellence - Striving to achieve excellence in all that we do Behaviours: I will work hard to achieve my goals. I will always do my best. I will strive to continually improve. Acceptance - Valuing others, accepting the differences and the diversities of others Behaviours: I will show compassion towards others. I will have a positive attitude towards everyone. Collaboration - Working together to achieve our goals, vision and mission Behaviours: I will work cooperatively with all members of the community.

	I will value the contributions of others. I will provide constructive feedback to other people within our community. Honesty - Being honest with the people within our community. Behaviours: I will always tell the truth. I will encourage others to tell the truth. I will provide constructive feedback to other people within our community.
Context challenges	Truganina South Primary School is located in the growth corridor of Wyndham. It opened in 2011 with enrolments peaking atapproximately 800 students in 2018/19. Enrolments have steadily descreased and are projected to drop further over the next strategic plan period due to a number of factors including, no new land for housing, the opening of neighbouring schools, family transcience and the reduction of the school's zone and impact or industrial/commercial premises. The Student Family Occupation and Education (SFOE) index is 0.3244 which is in the low-medium band when compared to the state. At Trugnaina South Primary approximately 44% of students identify as EAL enrolments and a further 2% international student enrolments. The school also has approximately 40% of the student population captured via NCCD, with close to 50 students covered under the Program for Students with a Disability (PSD) or Tier 3 individualised funding. A further challenge in student attendance with more than 45% of students having more than 20 days absent each year over the past 3 years.
Intent, rationale and focus	The review further highlighted the need to be a priority focus on the literacy and numeracy achievement of all students over the next strategic plan period, which aligns with the introduction of the Victorian Curricullum 2.0 and the state's position on reading. This will include targeted professional learning to build staff professional knowledge of the Victorian Curriculum and improved pedagogical practices would strengthen their capacity to differentiated teaching, with a particular focus on EAL students as a priority cohort. Teachers will engage in collaborative processes (PLCs and collaborative planning within year level teams) to develop literacy and numeracy scope and sequence documents, based on the Victorian Curriculum 2.0, seeking to have a consistent whole of school approach to planning documentation and the delivery of lessons, following the school's instructional model. This will be supported through the deliberate focus on building leadership capacity across the school, clearly defining roles and responsibilities and having alignment with with FISO 2.0. This will be achieved through, significant professional

learning and support provided for the middle leaders to succeed, increased leadership accountability through role clarity, enhanced middle level leadership support and mentoring. This will enable effective PLC implementation and further strengthen teaching practices to ensure all students achieve learning success.

The review identified that the school needed to align their learning and wellbeing supports through a strengthened multi-tiered system of support. This will include a focus on tier 1 strategies to best support student transitions into the school, consistent SWPBS implementation and increased student leadership opportunities. Building staff knowledge and implementation of the High Impact Wellbeing Strategies and continued supports for implementing reasonable adjustments for students will further enhance student engagement and will be prioritised in whole school professional learning. A focus on strengthening partnerships with parents and carers to support access to tier 2 and 3 supports should be considered. Priority will be given to the promotion of attending school and supporting families to recognise its importance, due to the consistent patterns of absence over the previous strategic plan period.

Over the 4 year strategic plan period the initial focus will having a clear alignment of learning and wellbeing strategies, specifically the implementation fo the Victorian Curriculum as well as embedding key departmental initiatives such as Positive Classroom Management Strategies (PCMS), The Victorian Position on Reading, including the introduction of a Structure Synthetic Phonics program (UFLI) and other key evidence informed practices.

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Goal 1	Maximise the literacy and numeracy learning outcomes of all students
Target 1.1	By 2028, increase the 2024 percentage of students in NAPLAN Exceeding or Strong proficiency levels: • Year 3 Reading from 62% to 67% • Year 3 Writing from 66% to 77% • Year 3 Numeracy 53% to 60% • Year 5 Reading from 68% to 73% • Year 5 Writing from 60% to 70% • Year 5 Numeracy from 65% to 70%
Target 1.2	By 2028, increase the *2023 percentage of Years 1 to 6 students making at or above expected growth over one year , according to teacher judgement, in Semester 2 for: • Reading and Viewing from 74% to 80% • Writing from 74% to 80%. • *Mathematics from xx% (2025) to xx% *Placeholder target TBC when further data is available for Maths 2.0
Target 1.3	By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): • Academic emphasis from 63% to 71% • Monitoring effectiveness of using data from 82% to 86%.

Target 1.4	By 2028, increase the 2024 percentage positive endorsement by Years 4 to 6 students on the Attitudes to School Survey (AtoSS): • Differentiated learning challenge from 76% to 85% • Stimulated learning challenge from 63% to 77%.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and embed a leadership structure to implement consistent evidence-based teaching and learning practices, with support and accountability.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect	Develop and implement whole school English and Mathematics scope and sequence documentation aligned with Victorian Curriculum 2.0, including the EAL curriculum.

shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build staff understanding and implementation of the Victorian Teaching and Learning Model 2.0, including pedagogical strategies to support EAL learners.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.d	

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Improved Professional Learning Community processes and practices to build teacher capacity to differentiate the learning for all students.
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Maximise the wellbeing of all students
Target 2.1	By 2028, increase the 2024 percentage positive endorsement by Years 4 to 6 students on the AtoSS: • Sense of connectedness from 67% to 72% • Managing bullying from 68% to 73% • Attitudes to attendance from 80% to 85%.
Target 2.2	By 2028, improve Prep to Year 6 student attendance from 2023 by: • decreasing the percentage of students absent for 20 or more days from 47% to 43%

	• increasing the attendance rate from 86.9% to 90.
Target 2.3	By 2028, increase the 2024 percentage positive endorsement on the Parent Opinion Survey (POS): • Parent participation and involvement from 84% to 86% • Parent, Caregiver and Guardian support in learning from 74% to 80% • Teacher communication from 70% to 77%.
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen implementation of the multi-tiered systems of support, using evidence-based practices.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect	Review and refine processes and practices to support improved attendance and punctuality.

shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen partnerships with key stakeholders, including parents and carers, community connections and allied health supports.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to	

support student learning, wellbeing and inclusion	