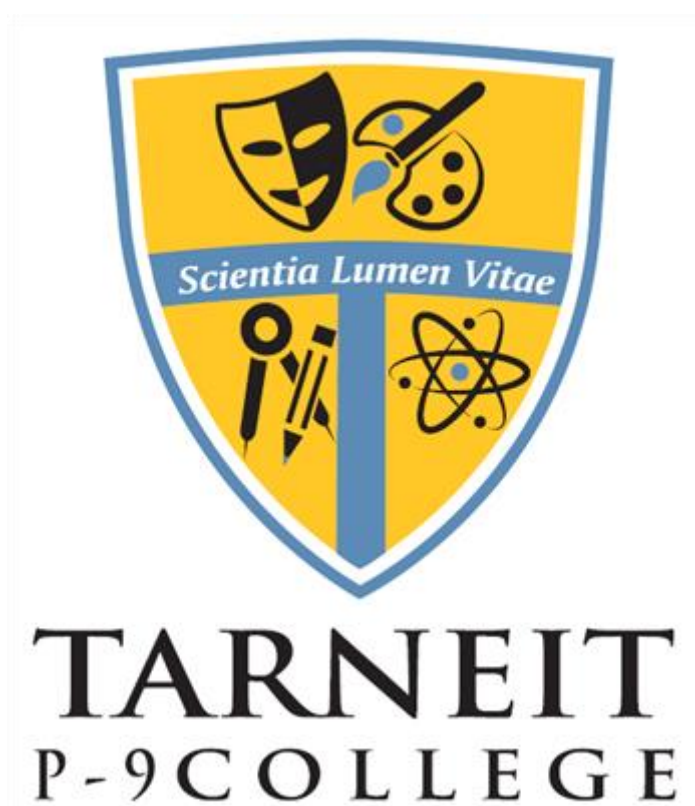


School Strategic Plan 2024-2028

Tarneit P-9 College (8914)



Submitted for review by Anne-Maree Kliman (School Principal) on 02 June, 2024 at 04:23 PM
Endorsed by Sandra Eglezos (Senior Education Improvement Leader) on 03 June, 2024 at 12:28 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2024-2028

Tarneit P-9 College (8914)

School vision	Our vision is for every student from Prep to Year 9, to have high aspirations, excel, and reach their best. With supportive surroundings and challenging academics, we foster confident, resilient, and compassionate individuals prepared to make a positive difference in the future.
School values	<p>At Tarneit P-9 College the following values underpin the actions of our whole community:</p> <ul style="list-style-type: none">• We value our learning.• We are an inclusive school community• We are proud of ourselves, each other and the school.• We act and are responsible. <p>The College also values its motto “Scientia Lumen Vitae” which means ‘knowledge is the light of life’.</p>
Context challenges	<p>Tarneit Prep-9 College is situated in the western suburbs of Melbourne in the local area of Wyndham. The College was established in 2013 with an enrolment of 331 students and reached a peak of 2366 students in 2023. The Wyndham area has seen the opening of more than 10 schools in the past few years which has resulted in the altering of the College’s enrolment zones and consequently the College is beginning to see a decline in enrolments particularly in the primary area. This will need careful management throughout the new School Strategic Plan.</p> <p>The secondary enrolment numbers grew rapidly throughout the last School Strategic Plan and during the turbulent times of COVID-19. Student wellbeing and engagement proved to be a challenge because of the rapid growth and disrupted learning period and has required the college to rethink its approach to ensure student develop the skills needed to be confident, resilient, aspirational students who reach their best. The introduction of a ‘House Model’ in 2022 will remain a strong focus to support the college to build students’ sense of connectedness and to empower students to be active agents of their learning.</p> <p>The college has experienced workforce shortages that has resulted in the employment of a high proportion of graduate teachers, Permission to Teach teachers and casual staff. Some secondary staff have been required to teach outside their field. The Professional Learning Community (PLC) Model has been implemented at the College and will continue to be used as the main vehicle for building teacher capacity. The focus will be on</p>

	<ul style="list-style-type: none"> • Build a culture where every adult knows their students and takes responsibility for learning achievement, growth and wellbeing. • Focus PLCs on differentiated teacher learning using student data to ensure all students make measurable and ambitious gains, for which all staff share accountability. • Engage staff and students in giving and receiving feedback to ensure continuous improvement in teaching and learning across the college. • Develop shared and high expectations that are visible and referenced. Ensure teachers participate in peer observations and reflect and act on feedback. <p>The School Performance Report moved the rating for reading and numeracy from Transform in 2022 to Renew in 2023. Over the previous strategic planning period the college introduced an instructional model, documented its guaranteed and viable curriculum, and strengthened collaborative processes. The college reported that these are not yet embedded and there was further opportunity to improve learning outcomes for students. It is intended that the college continue to expand the use of evidence-based teaching and learning strategies to improve learning achievement and growth. The college will continue to strengthen the use of data and evidence to differentiate and evaluate curriculum and pedagogy to improve student learning and wellbeing and embed the use of HITS to increase cognitive challenge and the use of rich learning tasks.</p> <p>The Tarneit community comprised of diverse family backgrounds, with 42% of student's parents being born in India, 8% of student's parents being born in Australia and New Zealand and the other 8 from the top 10 countries of birth (of Parents) coming from Pakistan, Samoa, Ethiopia, Philippines, Sudan, Bangladesh and Somalia. The College has seen an increase of students coming to the school from other countries, particularly into the later stages of primary and early stages of secondary and therefore will need to review its approach to EAL. The College Student Family Occupation index has slightly declined and is 0.4719 indicating that the community come from mid-social economic backgrounds.</p>
<p>Intent, rationale and focus</p>	<p>After careful considering the collected evidence from the school review, including feedback from students, families and staff the intent, rationale and focus of the new School Strategic Plan will include:</p> <ol style="list-style-type: none"> 1. Improve learning achievement and growth for all students. <p>The school performance report moved the rating for reading and numeracy from transform in 2022 to renew in 2023. Over the strategic planning period the College introduced an instructional model, documented its guaranteed and viable curriculum and strengthened collaborative processes. The College reported and the panel affirmed that these were not yet embedded and there was further opportunity to improve learning outcomes for students. The panel agreed that the College should continue to expand the use of evidence-based teaching and learning strategies to improve learning achievement and growth in its next school strategic plan.</p>

To achieve this the College has prioritised building a culture of high expectations and collective efficacy among staff. A focus for the school will be ensuring staff have the knowledge to make effective evidence-based judgements that enable them to make reasonable adjustments to meet the needs of all students and that individual teacher planning demonstrates a differentiated model. That the staff are equipped with the skills to monitor and evaluate the impact of their teaching and learning on student achievement and wellbeing and that this is founded on a shared vision, values and beliefs.

The College will use evidence-based practices to improve student learning by leading staff through a refresh of the Instructional Model and Guaranteed Viable Curriculum whilst continuing to build the capabilities of professional learning teams. This will involve continuing to build data literacy and use of data of all staff, embedding the FISO improvement cycle and understanding assessment to drive teaching and measure impact.

Importantly empowering all students to be active agents in their own learning by defining and activating student voice and agency in the classroom will be a critical aspect of this work.

2. Enhance student wellbeing and engagement.

The College strengthened the tiered responses to wellbeing during the previous four years and identified the need to align the approaches to teaching and learning to both engage students and enhance their resilience and mental health. Parents and students reported the school was safe and inclusive. However, the school performance report rated student attitude, which incorporated factors such as student confidence and stimulating learning as transform. The panel agreed that strengthening multi-tiered systems of support to empower students be a priority in the next school strategic plan.

To achieve this the College will focus on embedding a multi-tiered system of support to enhance student wellbeing, engagement, and inclusion to improve student learning. A review of the College approach to School Wide Positive Behaviour (SWPBS) will be undertaken. The College will apply to be part of the Department of Education SWPBS program. The College will continue to implement the Berry Street Education Model (BSEM) through a staged approach across the new School Strategic Plan and will further develop the school 'House System'. The school will also develop an action plan to embed strategies to improve attendance. A focus on empowering students in secondary school to determine their pathways will be introduced. The College will build partnerships to broaden student's pathway experiences, develop teacher capacity to be able to support students, align career education and build student understanding about the requirements of senior secondary schooling.

The College will continue to provide adequate support to students through the well established Allied Health Team.

School Strategic Plan - 2024-2028

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Goal 1	Improve learning achievement and growth for all students.
Target 1.1	<p>By 2028, increase the percentage of students achieving exceeding or strong proficiency on NAPLAN using 2024 baseline data for:</p> <ul style="list-style-type: none">• Year 3 - reading from 56% to 61%, writing from 72% to 77% and numeracy from 48% to 55%• Year 5 - reading from 71% to 76%, writing from 70% to 75% and numeracy from 56% to 61%• Year 7 - reading from 56% to 61%, writing from 53% to 68% and numeracy from 53% to 58%• Year 9 - reading from 53% to 58%, writing from 47% to 54% and numeracy from 55% to 60%.
Target 1.2	<p>By 2028, increase the percentage of students achieving above age expected level using 2023 teacher judgement baseline data for:</p> <ul style="list-style-type: none">• Foundation to Year 6 – reading and viewing from 22% to 28%, writing from 18% to 21% and number and algebra from 16% to 19%• Years 7 to 9 – reading and viewing from 13% to 18%, writing from 10% to 15% and number and algebra from 16% to 20%.
Target 1.3	<p>By 2028, decrease the percentage of students achieving below age expected level using 2023 teacher baseline data for:</p> <ul style="list-style-type: none">• Foundation to Year 6 - reading and viewing from 22% to 18%, writing from 27% to 22% and number and algebra from 23% to 20%

	<ul style="list-style-type: none"> • Years 7 to 9 – reading and viewing from 36% to 30%, writing from 39% to 35% and number and algebra from 43% to 38%
Target 1.4	<p>By 2028, increase the percentage positive endorsement on the School Staff Survey for the factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 43% in 2023 to 50% • Collective efficacy from 55% in 2023 to 60% • Instructional leadership from 62% in 2023 to 67%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build a culture of high expectations and collective efficacy.
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	
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.b	Develop evidence based practices to impact student learning outcomes.

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>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</p>	<p>Empower all students to be active agents in their own learning.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to</p>	

strengthen students' participation and engagement in school	
Goal 2	Enhance student wellbeing and engagement.
Target 2.1	<p>By 2028, increase the percentage positive endorsement on the Attitudes to School Survey for the following factors for:</p> <ul style="list-style-type: none"> • Years 7 to 9 <ul style="list-style-type: none"> ○ Teacher concern from 39% in 2023 to 44% ○ Stimulated learning from 55% in 2023 to 60% • All students <ul style="list-style-type: none"> ○ Student voice and agency from 54% in 2023 to 60% • Female students' in Years 7 to 9 <ul style="list-style-type: none"> ○ Sense of connectedness from 42% in 2023 to 47%
Target 2.2	<p>By 2028, increase the percentage positive endorsement on the Parent Opinion Survey for the factors:</p> <ul style="list-style-type: none"> • Managing bullying from 52% in 2023 to 58% • Student agency and voice from 60% in 2023 to 65% • High expectations for success from 60% in 2023 to 70%.
Target 2.3	<p>By 2028:</p> <ul style="list-style-type: none"> • improve the attendance rate for Foundation to Year 6 from 87.3% in 2023 to 90% and for Years 7 to 9 from 84.9% in 2023 to 87%

	<ul style="list-style-type: none"> • reduce unexplained absences for Foundation to Year 6 from 9.6 days in 2023 to 6.6 days and for Years 7 to 9 from 13.6 days in 2023 to 10.6 days.
<p>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</p>	<p>Embed multi-tiered systems of support to enhance student wellbeing, engagement and inclusion to improve student learning.</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b 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</p>	<p>Empower students to determine their pathways.</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum</p>	

<p>and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	