

School Strategic Plan 2024-2028

Torquay P-6 College (3368)



Submitted for review by Louise Kahle (School Principal) on 10 December, 2024 at 12:59 PM

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School Strategic Plan - 2024-2028

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School vision	Situated in the vibrant Torquay community on the beautiful Surf Coast of Victoria, Torquay P-6 College proudly educates over 600 students. On the traditional land of the Wadawurrung People, we honour their culture and heritage in our daily practices and educational programs. At Torquay College, we are committed to a whole child approach to education by ensuring all students feel safe, valued and included, so that they can learn effectively and reach their full potential. The collective sum of the diversity of our students, families and staff experiences and backgrounds, is our greatest strength. We draw on the differences in who we are, what we've experienced, and how we work and learn to ensure that our school is meeting the needs of all students. We believe that every child should be happy, healthy, safe, engaged, supported and challenged to grow in their educational environment. We strive to create a nurturing and inclusive environment where every student is encouraged to reach their full potential. Our commitment to excellence in education is reflected in both our teaching and learning, along with our wellbeing practices. We embed comprehensive literacy and numeracy approaches that cater to the varied learning needs of our students. Our dedicated teachers use research-based, innovative teaching methods and resources to enhance students' reading, writing, and mathematical skills, ensuring they achieve academic success through our Professional Learning Communities. At Torquay College, we have a strong focus on School Wide Positive Behaviour Support to promote a positive school culture. We teach and reinforce appropriate behaviours, ensuring a safe, supportive, and inclusive environment for all students. The wellbeing of our students is a top priority, and we employ targeted strategies and tiered support as part of our daily practice. Our rich curriculum includes a variety of educational programs such as the Stephanie Alexander Kitchen Garden program, and our unique Warri STEM specialist program where we live and learn by the sea. Our facilities are exceptional, featuring an Environmental Centre with an aviary and wetlands, community learning spaces, art studios, a well-resourced library, multimedia and performing art studios, edible gardens, a student-managed cafe, a basketball stadium, a soccer pitch, an athletics track, tennis courts, and a grassed oval. Through our partnerships with the community, we celebrate the rich cultural heritage of the Wadawurrung People and foster a sense of belonging and respect for all. This is reflected in our daily practices, such as our Morning Circles, which help instill our core values of Respect, Friendship, and Personal Best in every student. Torquay P-6 College is committed to creating a positive and inclusive environment where every student can succeed and thrive.
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School values	At Torquay P-6 College, our values of Respect, Doing Your Best, and Friendship form the foundation of our community and guide all decisions, actions, and interactions. We believe that every child should be happy, healthy, safe, engaged, supported and challenged to grow in their educational environment. Respect: We believe in treating others with kindness, empathy, and fairness. By valuing and appreciating the differences in our community, we create a safe and welcoming space for all. Respect is reflected in how we listen to others, honour their ideas, and celebrate diversity. Doing Your Best: We strive for excellence in all aspects of our school life. Whether in academics, extracurricular activities, or personal growth, we are committed to giving our best effort, maintaining a growth mindset, and continuously improving. We encourage resilience and perseverance, knowing that every effort counts towards our success. Friendship: Building strong, supportive relationships is at the heart of our community. We promote inclusivity and encourage positive interactions that foster a sense of belonging. Through friendship, we create a collaborative and caring environment where everyone feels valued and supported. These values guide us in making thoughtful decisions, cultivating an environment of trust and collaboration, and ensuring our actions align with what is truly important. By embracing these principles, Torquay P-6 College remains focused on nurturing the whole child and building a future where respect, hard work, and positive relationships are the foundation of everything we do.
Context challenges	Torquay College is experiencing a period of transition with significant changes in its executive and wider leadership teams and changing local enrolment patterns. While the leadership has shown strong commitment to improving teacher practice and fostering a culture of respect and collaboration, staff feedback indicates some uncertainty regarding leadership roles and responsibilities. The school has implemented initiatives such as Professional Learning Communities (PLCs) to support teacher development, though there is variability in their implementation due to leadership changes. Student leadership is strong, with students actively engaged in school decisions, but there is potential to expand their roles further. In terms of wellbeing, the school has introduced programs to support positive mental health, including a wellbeing dog, the Berry Street Education Model, continuing with Respectful Relationships, and also a comprehensive transition program to support students. Overall, Torquay College is focused on refining leadership structures, improving consistency in PLC operations, and further enhancing student wellbeing and engagement.
Intent, rationale and focus	Torquay College is committed to fostering an inclusive and high-performing learning environment where every student has the opportunity to thrive academically, socially, and emotionally. The school aims to improve leadership structures, enhance teaching practices, and embed a student-centred approach to learning. In doing so, Torquay College is focused on refining leadership roles, enhancing teacher capacity, and strengthening the curriculum to ensure all students are provided with the skills and knowledge to succeed, as well as supporting students with their wellbeing and mental health through a range of programs and supports. In 2025, we have large upper cohorts of students who are doing well and as a school we want to enable them to exceed further.

These priorities are critical for ensuring that the school continues to evolve in a positive direction, providing a high-quality education. Strengthening leadership and teacher practice is vital for building a positive school culture, where staff are empowered, engaged, and aligned with the school's goals. By focusing on literacy, numeracy, and curriculum delivery, the school aims to ensure that all students develop the foundational skills they need for future success. Furthermore, prioritising student wellbeing, voice, and agency is essential for supporting students in navigating both academic and personal challenges.

The priorities for the next strategic plan include:

Leadership and Staff Culture: The school is focused on building a positive staff culture through clear leadership roles, effective communication, and professional development opportunities for both current and aspiring leaders.

Professional Learning Communities (PLCs): Refining and embedding the PLC structure will be prioritised to enhance teacher collaboration, monitor the impact of teaching strategies, and ensure consistent, high-quality practices across the school.

Curriculum and Assessment: Improving literacy and numeracy instruction is a key focus, along with developing a whole-school approach to writing. Additionally, there will be a focus on the implementation of the Victorian Curriculum 2.0 and strengthening understanding of student progression through a continuum of learning.

Student Wellbeing and Mental Health: The school is committed to embedding its behaviour management approach and enhancing strategies to support students' mental health and overall wellbeing.

Student Voice and Leadership: Greater emphasis will be placed on student leadership, ensuring that students have a voice in their learning and contribute to school decisions. This includes improving feedback and reflection strategies and helping students set learning goals.

Learning Partnerships: Building strong learning partnerships with parents and improving student attendance will be key to fostering a collaborative and supportive school environment.

Four Year Plan

Over the next four years, Torquay College's Strategic Plan will work to embed a cycle of improvement, where leadership, teaching practices, and student support systems are continually refined, ensuring the school remains a positive, dynamic place for both students and staff.

Year 1: The focus will be on strengthening leadership structures, clarifying roles, and improving communication within the staff. Initial steps will also include refining PLCs, embedding wellbeing strategies, and beginning to review literacy and numeracy programs. In addition to this the whole school will work collaboratively towards the implementation of learning routines, underpinning every aspects of a school day.

Year 2: Middle leadership capacity will be built, with opportunities for aspiring leaders, while ongoing professional learning in literacy, numeracy, and curriculum implementation will take place. Data literacy and formative assessment practices will be introduced and refined. There will also be a focus on enhancing student voice and leadership.

Year 3: The school will continue to strengthen the implementation of the Victorian Curriculum 2.0 and focus on the accuracy of teacher judgments through moderation. Collegiate visits and peer observations will be prioritised to build

	teacher capacity, and student attendance and engagement strategies will be strengthened. Year 4: By the final year of the Strategic Plan, Torquay College will have a fully embedded culture of high-quality teaching and learning, with clear leadership structures, effective PLCs, and a consistent, whole-school approach to literacy and numeracy. The focus will also be on continuous improvement in student wellbeing, leadership, and the ongoing development of parent partnerships.
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Goal 1	Maximise student learning growth for every student in literacy and numeracy
Target 1.1	By 2028 improve the percentage of Year 3 and 5 students achieving 'exceeding' in NAPLAN proficiency levels for the domains of: • Year 3 ○ Reading from 24% (2024) to 35% ○ Writing from 14% (2024) to 25% ○ Numeracy from 6% (2024) to 15% • Year 5 ○ Reading from 28% (2024) to 35% ○ Writing from 10% (2024) to 20% ○ Numeracy from 10% (2024) to 20%
Target 1.2	By 2028, increase the percentage of Year 1-6 students assessed as being at or above expected growth on Victorian Curriculum Levels F-10 for: • English ○ Reading from 77% (Sem 2, 2022 to Sem 2, 2023) to 84% ○ Writing from 80% (Sem 2, 2022 to Sem 2, 2023) to 82% ○ Speaking and Listening from 84% (Sem 2, 2022 to Sem 2, 2023) to 88% • Mathematics 2.0 ○ Mathematics from XX% (Sem 2, 2025 to Sem 2, 2026) to XX%

Target 1.3	By 2028, increase the proportion of students achieving the 'At expected level' and 'Above expected level' against the Maths 2.0 curriculum, according to teacher judgement, from XX% (2025) to XX% *To be confirmed when further data is available
Target 1.4	By 2028 increase the percentage of positive endorsement on School Staff Survey (SSS) for the factors: • Understand how to analyse data from 60% (2024) to 71% • Professional learning through peer observations from 28% (2024) to 41% • Cultural Leadership from 44% (2023) to 50% • Academic Emphasis from 65% (2024) to 76%
Target 1.5	By 2028 improve the percentage of positive endorsement for Year 4-6 students for the following factors on the student Attitudes to School Survey (AtoSS): • Stimulated Learning from 80% (2024) to 85% • Teacher Concern from 77% (2024) to 80%
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	Define and embed leadership structures and roles that support the school's vision and improvement agenda.
Key Improvement Strategy 1.b	Refine and embed staff capability to consistently implement agreed teaching and learning practices

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.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	
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.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	
Goal 2	To improve student engagement and wellbeing
Target 2.1	By 2028 maintain the percentage of positive endorsement for Year 4-6 students for the following factors on the AtoSS: • Student voice and agency from 66% (2024) to 70%

	• Motivation and interest from 76% (2024) to 80%
Target 2.2	By 2028, increase the percentage of positive endorsement on SSS Teaching and Learning modules for the factors of: • Use student feedback to improve practice from 83% (2024) to 88% • Promote student ownership of learning from 67% (2024) to 72%
Target 2.3	By 2028 increase the percentage of positive endorsement on Parent/Carers/Guardians Opinion Survey (PCGOS) for the factors of: • Student motivation and support from 68% (2024) to 72% • Student agency and voice from 74% (2024) to 80% • Stimulating learning environment from 72% (2024) to 80% • Effective teaching from 63% (2024) to 70%
Target 2.4	By 2028, decrease the percentage of Year F–6 students with 20 or more absent days from 45% (2023) to 35%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and enhance a whole school understanding of student agency in learning and wellbeing
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 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 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	Refine and enhance the school's processes for supporting inclusion, health and wellbeing
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 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen partnerships and engagement with parents, carers and families.
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	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	