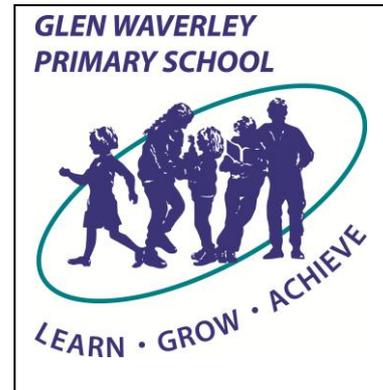


# School Strategic Plan for Glen Waverley Primary School No. 5425 Eastern Metropolitan Region 2013 -2016



<p>Endorsement by          School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name: Frank Catalano</p> <p>Date.....</p>
<p>Endorsement by          School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name: Dr Paul Van Den Bergen</p> <p>Date.....</p>
<p>Endorsement by          Regional Network          Leader</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name: Phillip White</p> <p>Date.....</p>

**Our Philosophy:**

1. **The Students are at the centre of everything we do**
2. **Building staff capacity is paramount**
3. **Everything we do is based on research and a whole school approach.**



## School Profile

Purpose	<p>To develop individuals who:</p> <p><b>Learn</b> about themselves and the world around them <b>Grow</b> to become effective members of the community now and in the future <b>Achieve</b> personal fulfillment and a love of lifelong learning</p> <p>“Learn, Grow, Achieve” is also our school motto.</p>
Values	<p>Our Purpose is underpinned by our Values of</p> <p>INCLUSION: promoting the involvement and contribution of all members of our community INTEGRITY: being consistently honest and trustworthy RESPONSIBILITY: being accountable for our actions towards self, others and the environment RESPECT: appreciating diversity and the worth of others INITIATIVE: accepting the challenge of new learning and pursuing excellence CARING: being actively concerned for the safety and wellbeing of the environment and those within it.</p> <p>Our Values are also supported by our philosophy:</p> <ol style="list-style-type: none"><li><b><i>1. The students are at the centre of everything we do</i></b></li><li><b><i>2. Building staff capacity is paramount</i></b></li><li><b><i>3. Everything we do is based on research and a whole school approach</i></b></li></ol>
Environmental Context	<p>Glen Waverley Primary School is committed to continuous improvement and excellence in all aspects of learning and teaching. We have a reputation for high academic achievement, and we are proud of the achievements of our industrious, respectful students which are enhanced by our families who highly value education. Our school is located on the busy arterial of High Street Road in the suburb of Glen Waverley, very close to the major intersection with Springvale Road in the City of Monash approximately 20 km east of the Melbourne CBD.</p> <p>The school is currently part of the Waverley Network of Schools in the Eastern Metropolitan Region. There are approximately 440 students enrolled, 16 of whom are international students. 33% of our students reside outside the local neighbourhood. Enrolments have increased substantially in 2011 and 2012 which we anticipate will continue to do so. Enrolments also tend to increase</p>

throughout the school year.

In 2012 there are 17 classes all except one are structured as straight year level classes. There are two classes at each year level of Prep, Years 1, 2, 3 and 4 and three classes at Year 5 and at year 6. There is one multi-age class at Years 1 & 2. In 2013 we are anticipating 20 classes.

Our student family occupation (SFO) density is relatively steady and indicates a community with an overall high socio-economic profile with the percentile ranking above 90, showing a school with a high level of advantage relative to other state schools. Currently 18% of families access the Educational Maintenance Allowance (EMA). The proportion of students with a language background other than English (LBOTE) is significant at 90% with 70% deemed to be learning English as an Additional Language (EAL) and represents 35 different nationalities. The school stability measure, while increasing slightly in 2011 to around the 15<sup>th</sup> percentile, indicates a high number of student transfers. The school's student profile attracts substantial funds under English as an Additional Language (EAL) and Programs for Students with Disabilities (PSD) and a relatively small amount under Mobility. The school also receives funds for the international students, which are additional to the SRP funding.

There are thirty-five staff members across a range of fulltime and part-time positions and together offer a diversity of experience and expertise and a gender balance. The leadership team comprises the Principal, Assistant Principal and four teachers who lead four professional learning teams (PLTs); three of which are level teams and the fourth being the specialist team. Our specialist curriculum areas include visual arts, music, physical education, reading recovery, EAL and Mandarin, which is the school's language other than English (LOTE).

Two fulltime education support officers (ESOs) are responsible for the school's administration and include business manager and office manager. Six ESOs, four of whom are fulltime, predominately work with students enrolled under the Program for Students with a Disability (PSD) program and coordinate other school programs including library management and QuickSmart numeracy intervention. The school's chaplain, who supports the schools pastoral care and wellbeing program, is also a physical education teacher at Glen Waverley PS.

Parents are openly welcomed into the school and participation and support has strengthened in recent times including the introduction of a Community Relations (Parents & Friends) committee and attendance at working bees, excursions and classroom support. School Council is very active and enthusiastic and a sense of school pride is evident in the manner in which the school is presented. Corridors are orderly and purposefully adorned with student work from classroom and extra curricula activities. The school offers a broad range of extra curricula programs and activities. Before and after school care is also available for families. Throughout the previous strategic plan period, substantial time and resources were allocated to developing the school's curriculum with a greater focus on multiculturalism, differentiation and ensuring a global education perspective in units of work.

Playground areas are located across the multi-level site and students have access to a range of areas including a well-maintained oval, several hard court areas, two sets of recently installed playground equipment, and a newly landscaped central courtyard with

	<p>sand pit and garden beds that was designed with student consultation. This attractive addition is used as an assembly area on fine days. The classroom facilities are located across four main buildings, two cement brick clad LTC (light timber construction) design, each with a central corridor, two relocatable mod 5 buildings, and one new facility constructed under the Federal Government's BER (Building the Education Revolution) that provides six contemporary learning spaces. The larger of the LTC wings accommodates a well-equipped computer lab, library, art room, the administration area and sick bay, and the staffroom. Specialist programs are all allocated learning spaces including physical education, which has access to the school's multi-purpose hall. Several learning spaces are used for oral language, a media room, robotics, science and some storage. The Information and communication technology (ICT) footprint is substantial and interactive whiteboards are installed in each of the classrooms.</p>
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## Strategic Intent

	Goals	Targets	Key Improvement Strategies																																																										
<b>Student Learning</b>	To develop our students as interactive global learners and improve student achievement across the curriculum with a particular focus on English and mathematics.	<p><b><u>NAPLAN:</u></b> By 2016 to improve the percentage of students in the top two (A and B bands) in NAPLAN as follows:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>2012</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>Year 3</td> <td></td> <td></td> </tr> <tr> <td><b>Writing</b></td> <td>Year 3</td> <td></td> <td></td> </tr> <tr> <td><b>Numeracy</b></td> <td>Year 3</td> <td></td> <td></td> </tr> <tr> <td><b>Reading</b></td> <td>Year 5</td> <td></td> <td></td> </tr> <tr> <td><b>Writing</b></td> <td>Year 5</td> <td></td> <td></td> </tr> <tr> <td><b>Numeracy</b></td> <td>Year 5</td> <td></td> <td></td> </tr> </tbody> </table> <p>To reduce the number of students deemed capable achieving below the National Minimum Standard to zero by 2016</p> <p><b><u>Matched Cohort:</u></b> For the matched cohort growth to be above the State and indicate a growth of at least 100 in all areas of NAPLAN. Benchmark data</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2008-2010</th> <th colspan="2">2009 – 2011</th> <th>Target</th> </tr> <tr> <th></th> <th>GWPS</th> <th>State</th> <th>GWPS</th> <th>State</th> <th></th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>86.5</td> <td>82.0</td> <td>56.2</td> <td>73.7</td> <td>100</td> </tr> <tr> <td><b>Writing</b></td> <td>67.7</td> <td>70.9</td> <td>Not Av</td> <td></td> <td>100</td> </tr> <tr> <td><b>Numeracy</b></td> <td>88.9</td> <td>85.8</td> <td>109.6</td> <td>87.9</td> <td>110</td> </tr> </tbody> </table>			2012	2016	<b>Reading</b>	Year 3			<b>Writing</b>	Year 3			<b>Numeracy</b>	Year 3			<b>Reading</b>	Year 5			<b>Writing</b>	Year 5			<b>Numeracy</b>	Year 5				2008-2010		2009 – 2011		Target		GWPS	State	GWPS	State		<b>Reading</b>	86.5	82.0	56.2	73.7	100	<b>Writing</b>	67.7	70.9	Not Av		100	<b>Numeracy</b>	88.9	85.8	109.6	87.9	110	<p>Implement a whole school research-based approach to personalised learning to ensure cohesion and consistency of teaching and learning practices.</p> <p>Strengthen staff capacity to deliver a comprehensive curriculum tailored to differentiated student needs within an increasingly global community.</p>
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<b>Student Learning</b>		<p><b><u>Teacher Judgements:</u></b></p> <p><u>English</u> To have 100% of deemed capable students performing at their expected standard and at least 75% above their expected standard in Reading, Writing and Speaking and Listening</p> <p><u>Maths:</u> To have 100% of deemed capable students performing at their expected standard and at least 75% above their expected standard in all areas of Mathematics.</p> <p>To have the mean score for “Measurement, Chance and Data” and “Working Mathematically” to be within 0.05 of the mean score for Number in each year to 2016 across all year levels.</p> <p><u>ICT:</u> To have 100% of deemed capable students performing at their expected standard and at least 75% above their expected standard in all areas of ICT</p> <p><u>Science:</u> To have 100% of deemed capable students performing at their expected standard and at least 75% above their expected standard in all areas of Science.</p>	
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	Goals	Targets	Key Improvement Strategies																																				
<p><b>Student Engagement and Wellbeing</b></p>	<p>To improve student engagement and wellbeing with a particular focus on peer connectedness.</p>	<p><b>Student Absences:</b> For the student absence rate to be below the State and improve as indicated below:</p> <table border="1" data-bbox="1025 400 1359 722"> <thead> <tr> <th>Year Level</th> <th>Benchmark (2011)</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>23.8</td> </tr> <tr> <td>One</td> <td>14.2</td> </tr> <tr> <td>Two</td> <td>19.3</td> </tr> <tr> <td>Three</td> <td>14</td> </tr> <tr> <td>Four</td> <td>15.2</td> </tr> <tr> <td>Five</td> <td>11.4</td> </tr> <tr> <td>Six</td> <td>11.9</td> </tr> <tr> <td>Overall</td> <td>15</td> </tr> </tbody> </table> <p>By 2016, to improve the “Student Wellbeing” and “Student Relationship” variables in the Attitude to School Survey to:</p> <table border="1" data-bbox="913 906 1471 1254"> <thead> <tr> <th>Variable</th> <th>Benchmark (2012)</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td>5.92</td> <td>6.32</td> </tr> <tr> <td>Student Distress</td> <td>6.05</td> <td>6.35</td> </tr> <tr> <td>Student Connectedness to Peers</td> <td>4.20</td> <td>4.50</td> </tr> <tr> <td>Classroom Behaviour</td> <td>3.25</td> <td>4.10</td> </tr> <tr> <td>Student Safety</td> <td>4.32</td> <td>4.62</td> </tr> </tbody> </table>	Year Level	Benchmark (2011)	Prep	23.8	One	14.2	Two	19.3	Three	14	Four	15.2	Five	11.4	Six	11.9	Overall	15	Variable	Benchmark (2012)	Target	Student Morale	5.92	6.32	Student Distress	6.05	6.35	Student Connectedness to Peers	4.20	4.50	Classroom Behaviour	3.25	4.10	Student Safety	4.32	4.62	<p>Develop and implement a whole school research based approach to student wellbeing inclusive of student-centred prevention and intervention strategies.</p> <p>Fully establish and implement a consistent and cohesive student-led inquiry learning model for curriculum investigations and delivery.</p> <p>Optimise the school’s ICT resource, particularly the interactive whiteboards, as engaging and interactive student learning tools.</p>
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**Student Engagement and Wellbeing**

To improve the overall data for Year 6 students, so that it is within 0.10 of Year 5 students in all variables by 2014 and then sustain it.

To improve the mean scores in the Parent Opinion Survey variables of:

<b>Variable</b>	<b>Benchmark (2011)</b>	<b>State Mean (2011)</b>	<b>Target</b>
<b>Social Skills</b>	6.00	5.86	6.50
<b>Learning Focus</b>	5.99	5.79	6.20

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>												
<b>Student Pathways and Transitions</b>	To improve learning pathways and transitions for students coming into, re-entering and moving beyond the school.	<p>By 2016, to improve the “Transition” and “General Satisfaction” variables in the Parent Opinion Survey to:</p> <table border="1" data-bbox="884 470 1518 657"> <thead> <tr> <th data-bbox="884 470 1064 566"><b>Variable</b></th> <th data-bbox="1064 470 1236 566"><b>Benchmark (2011)</b></th> <th data-bbox="1236 470 1370 566"><b>State Mean (2011)</b></th> <th data-bbox="1370 470 1518 566"><b>Target</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="884 566 1064 598"><b>Transition</b></td> <td data-bbox="1064 566 1236 598">6.21</td> <td data-bbox="1236 566 1370 598">5.85</td> <td data-bbox="1370 566 1518 598">6.45</td> </tr> <tr> <td data-bbox="884 598 1064 657"><b>General Satisfaction</b></td> <td data-bbox="1064 598 1236 657">6.40</td> <td data-bbox="1236 598 1370 657">5.95</td> <td data-bbox="1370 598 1518 657">6.65</td> </tr> </tbody> </table>	<b>Variable</b>	<b>Benchmark (2011)</b>	<b>State Mean (2011)</b>	<b>Target</b>	<b>Transition</b>	6.21	5.85	6.45	<b>General Satisfaction</b>	6.40	5.95	6.65	Implement whole school aligned student-centred pathways that optimise learning and transitions that build student confidence.
<b>Variable</b>	<b>Benchmark (2011)</b>	<b>State Mean (2011)</b>	<b>Target</b>												
<b>Transition</b>	6.21	5.85	6.45												
<b>General Satisfaction</b>	6.40	5.95	6.65												

School Strategic Planner 2013- 2016: Indicative Planner (Teaching and Learning)

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p style="text-align: center;"><b>Student Learning</b> <b>(Teaching and Learning)</b></p> <p>Implement a whole school research-based approach to personalised learning to ensure cohesion and consistency of teaching and learning practices.</p> <p>Strengthen staff capacity to deliver a comprehensive curriculum tailored to differentiated student needs within an increasingly global community.</p>	Year 1	<p><u>AusVELS</u></p> <ul style="list-style-type: none"> <li>▪ Build staff capacity and understanding of the AusVELS</li> <li>▪ Continue to build staff capacity with the Inquiry Learning model</li> <li>▪ Ensure Global perspectives are still part of the curriculum as AusVELS</li> </ul> <p><u>Curriculum Development</u></p> <ul style="list-style-type: none"> <li>▪ Commence documenting the school's Curriculum resources</li> </ul> <p><u>Knowledge of Community</u></p> <ul style="list-style-type: none"> <li>▪ Continuing to build the knowledge of our clients and their multicultural backgrounds</li> </ul>	<p><u>AusVELS</u></p> <ul style="list-style-type: none"> <li>▪ Staff to develop a sound working knowledge of AusVELS and utilise this information for planning, teaching, moderation and assessment purposes</li> <li>▪ A WSA to inquiry learning evident across the school</li> <li>▪ Continue working with Global Ed Victoria to ensure a global perspective in all integrated units of work</li> </ul> <p><u>Curriculum Development</u></p> <ul style="list-style-type: none"> <li>▪ Development of a GWPS curriculum teaching reference as an appendix to the staff information folder distributed at the beginning of each year.</li> </ul> <p><u>Knowledge of Community</u></p> <ul style="list-style-type: none"> <li>▪ Continue afternoon tea presentations with different school community groups.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Continue to build staff understanding of AusVELS</li> <li>▪ Embedding enquiry approach to curriculum</li> <li>▪ Further develop staff understanding of inquiry and inclusion of globalization in our curriculum.</li> <li>▪ Continuing to build knowledge of our clients and their multicultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff to be more confident with the AusVELS and other components of the AC as they are introduced</li> <li>▪ Investigate expanding the inquiry approach with the view of introducing challenge based learning.</li> <li>▪ Global Education to be integral across the curriculum</li> <li>▪ Continue afternoon tea presentations with different school community groups</li> </ul>

		<input type="checkbox"/>	
	<b>Year 3</b>	<p>Review and Revise Two year curriculum cycle.</p> <p>Continue embedding the above</p> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Continue to embed the above.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>▪ Continue to embed the above.</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Continue to embed the above.</li> </ul>

## School Strategic Planner 2013- 2016: Indicative Planner (Mathematics)

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <p>Implement a whole school research-based approach to personalised learning to ensure cohesion and consistency of teaching and learning practices.</p> <p>Strengthen staff capacity to deliver a comprehensive curriculum tailored to differentiated student needs within an increasingly global community.</p>	<p>Year 1 2013</p>	<ol style="list-style-type: none"> <li>1. To develop a WSA to the structure of an engaging, hands-on and robust Maths lesson               <ol style="list-style-type: none"> <li>a) Engage Michael Ymer to PD stakeholders {parents/ staff/ students}</li> </ol> </li>   <li>2. To develop and implement purposeful teaching practice in application, as stipulated in the DEECD document "Key characteristics of Numeracy Teaching P-6"</li>   <li>3. To develop a WS emphasis on relevant vocabulary to ensure students articulate their mathematical thinking and reasoning</li>   <li>4. Develop staff capacity in the Working Mathematically and MCD domains</li>   <li>5. Develop staff capacity on Working Mathematically through on inquiry learning approach</li>   <li>6. Develop classroom mathematics kits containing appropriate resources for dynamic Maths lessons</li>   <li>7. To develop staff understanding, knowledge and use of the Australian Mathematics Curriculum</li> </ol>	<ul style="list-style-type: none"> <li>- Development of a common understanding and approach to teaching Numeracy</li> <li>- Students become familiar with expectations and the structure of a Numeracy lesson (eg: warm up, share time, etc)</li>   <li>- Teachers become familiar with the language and strategies contained</li> <li>- Staff refer to data to inform teaching</li>   <li>- Students begin to develop a WS mathematical vocabulary, which is built upon across each level</li> <li>- Development of a glossary/ sourcing of an agreed language and common terminologies</li>   <li>- Staff use concrete resources to teach MCD in an engaging manner</li> <li>- Working Mathematically becomes tied to planning</li> <li>- Staff participate in collegiate visits</li>   <li>- Staff create meaningful links between Numeracy and Inquiry focus</li> <li>- Students undertake "project based" Numeracy</li>   <li>- Continue to build upon and take resources to the point of teaching (eg: into the class)</li>   <li>- Staff understand how to assess and plan using National Curriculum</li> <li>- Teachers refer to National Curriculum and DEECD resources when planning</li> </ul>

		<p>8. To develop a bank of numeracy moderation tasks</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>- Levels refer to moderation samples to inform teaching and guide assessment</li> </ul>
Year 2 2014	<p>1. To develop a WSA to planning Numeracy</p> <p>2. Continue to develop staff capacity in MCD and Working Mathematically</p> <p>3. Continue to develop staff capacity in Working Mathematically through an Inquiry approach</p> <p>4. Promotion of relationships between Mathematics and ICT across the school</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>- Across levels teachers use an agreed planning template and language</li> <li>- Staff use concrete resources to teach MCD in an engaging manner</li> <li>- Working Mathematically becomes tied to planning</li> <li>- Staff create meaningful links between Numeracy and Inquiry focus</li> <li>- Students undertake "project based" Numeracy</li> <li>- Staff increase capacity to incorporate IWB's and ICT into Numeracy lessons</li> </ul>	
Year 3 2015	<p>1. Review of Numeracy across the school</p> <p>2. Continue to provide professional learning and resources to staff</p> <p>3. Continue to build upon and review WS teaching practice</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>- Staff discussions as to progress and current practice of teaching Numeracy</li> <li>- New staff and classes are provided with required resources</li> </ul>	
Year 4 2016	<p>1. Continue to build upon and review WS teaching practice.</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>- Staff discussions as to progress and current practice of teaching Numeracy</li> </ul>	

## School Strategic Planner 2013- 2016: Indicative Planner (English)

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><b><u>Student Learning</u></b></p> <p>Implement a whole school research-based approach to personalised learning to ensure cohesion and consistency of teaching and learning practices.</p> <p>Strengthen staff capacity to deliver a comprehensive curriculum tailored to differentiated student needs within an increasingly global community.</p>	<b>Year 1</b>	<p>Investigate whole school reading programs.</p> <ul style="list-style-type: none"> <li>- Visit schools who have established successful whole school reading programs. Eg Café model.</li> <li>- Establish relationship with external consultant in whole school reading programs. Eg. Keay Cobbin.</li> <li>- Commence development of documentation of Glen Waverley's approach to teaching reading.</li> </ul> <p>Oral Language Program Identification of current oral language practice across the school.</p> <p>□</p>	<ul style="list-style-type: none"> <li>▪ Staff discussion of reading programs investigated.</li> <li>▪ Share understanding amongst staff of what a whole approach to reading entails.</li> <li>▪ Whole school agreement on reading program reached.</li> <li>▪ Commence professional learning on chosen approach.</li> <li>▪ Reading program trials begin in classrooms – Semester 2.</li> <li>▪ Documentation of whole school reading approach as a working document.</li> </ul> <p>Oral Language Program</p> <ul style="list-style-type: none"> <li>▪ Staff discussion of oral language strategies currently used in the school.</li> <li>▪ Compile strategies in a professional document.</li> </ul>
	<b>Year 2</b>	<p>Whole school approach to reading implemented across the school.</p> <ul style="list-style-type: none"> <li>- Continue professional learning of agreed approach.</li> <li>- Develop parent understanding of whole school approach to reading.</li> </ul> <p>Oral language Investigate whole school approaches to oral language.</p> <ul style="list-style-type: none"> <li>- Identify research based approaches to teaching oral language.</li> <li>- Visit schools with established whole school oral language programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All classes using the agreed approach to reading.</li> <li>▪ Common understanding and language used across the school with regard to the reading approach.</li> <li>▪ Reading approach documented and placed in school's curriculum folder and used in staff induction.</li> <li>▪ Common understanding across the school community.</li> </ul> <p>Oral Language</p> <ul style="list-style-type: none"> <li>• Develop understanding of the variety of approaches available.</li> </ul>

	□	<p>Review whole school approach to reading.</p> <ul style="list-style-type: none"> <li>- Continue professional learning.</li> <li>- Continue full implementation across the school.</li> </ul> <p>Oral Language Investigate whole school oral language programs.</p> <ul style="list-style-type: none"> <li>- Establish relationship with external consultant in whole school oral language programs. Eg. Carmel Crevola.</li> <li>- Commence development of documentation of Glen Waverley's approach to teaching oral language.</li> </ul> <p>□</p>	<ul style="list-style-type: none"> <li>▪ All staff, including new staff, understand and implement the school's approach to teaching reading.</li> <li>▪ Continue refining and developing year two goals.</li> </ul> <p>Oral Language</p> <ul style="list-style-type: none"> <li>▪ Staff discussion of oral language programs investigated.</li> <li>▪ Shared understanding amongst staff of what a whole approach to oral language entails.</li> <li>▪ Whole school agreement on oral language program reached.</li> <li>▪ Commence professional learning on chosen approach.</li> <li>▪ Oral language program trials begin in classrooms – Semester 2.</li> <li>▪ Documentation of whole school oral language approach as a working document.</li> </ul>
	<b>Year 4</b>	<p>Continue full implementation of whole school reading program.</p> <p>Oral Language Review whole school approach to oral language.</p> <ul style="list-style-type: none"> <li>- Continue professional learning.</li> <li>- Continue full implementation across the school.</li> <li>- Develop documentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ GWPS's whole school approach to Reading is established and embedded in our practice.</li> </ul> <p>oral language</p> <ul style="list-style-type: none"> <li>▪ All staff, including new staff, understand and implement the school's approach to teaching oral language.</li> <li>▪ Continue refining and developing year three goals.</li> <li>▪ Oral language approach documented and placed in school's curriculum folder and used in staff induction.</li> </ul>

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### School Strategic Planner 2013- 2016: Indicative Planner (Assessment and Reporting)

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <p>Implement a whole school research-based approach to personalised learning to ensure cohesion and consistency of teaching and learning practices.</p> <p>Strengthen staff capacity to deliver a comprehensive curriculum tailored to differentiated student needs within an increasingly global community.</p> <p>Develop and implement a whole school program to ensure student achievement assessed against the EAL continuum can be monitored and tracked efficiently to ensure a more personalised approach to learning.</p>	Year 1	<ul style="list-style-type: none"> <li>- Investigate data analysis software that will enhance data analysis for teachers and assist in tracking student performance as they progress through school.</li> <li>- Build teacher knowledge and understanding of assessment tools.</li> <li>- Review student self-assessment practices and establish a whole school approach to student portfolios and student led conferences.</li> <li>- Develop a whole school approach to moderation in English and Maths to ensure consistency in teacher practice and judgements.</li> <li>- Create and investigate assessment rubrics consistent with AUSVELS.</li> <li>- Ongoing focus on using and analysing data to direct a more personalised learning approach.</li> </ul> <p>□</p>	<ul style="list-style-type: none"> <li>- Software analysis data to direct teaching and aid in tracking student performance.</li> <li>- All teachers respond appropriately to individual learners at the point of need and use a range of assessment tools to better understand where to direct their teaching.</li> <li>- A whole school approach to student self-assessment and student led conferences established.</li> <li>- Moderation tasks established. A common understanding and practice evident throughout the school</li> <li>- AUSVELS assessment rubrics to be used throughout the school.</li> <li>- Teachers utilising student achievement data in Level meetings and when planning curriculum to better cater for the needs of students.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>- Embed a whole school approach to moderation to ensure consistency in teacher practice and judgements.</li> <li>- Develop assessment rubrics consistent with AUSVELS.</li> <li>- Trial data analysis software that will enhance data analysis for teachers and assist in tracking student performance as they progress through school.</li> <li>- Continue to build teacher knowledge and understanding of assessment tools.</li> <li>□ Embed student led conferences and</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school approach embedded and consistency throughout the school is evident.</li> <li>- Assessment Rubrics used to assist with assessment and moderation.</li> <li>- Staff trialling new assessment and feedback options to track student assessment and learning.</li> <li>- Staff using a range of assessments including VCAA on demand testing, for moderation at and across level teams.</li> <li>- Student led conferences and portfolios</li> </ul>

		whole school student portfolios.	embedded throughout the school.
	<b>Year 3</b>	<input type="checkbox"/> Continue embedding the above	- Continue to embed the above

### School Strategic Planner 2013- 2016: Indicative Planner (Information and Communication Technology - ICT)

<b>Key Improvement Strategies (KIS across the three student outcomes areas)</b>		<b>Actions</b>	<b>Achievement Milestones (Changes in practice and behaviours)</b>
<p>Student Learning</p> <p>Implement a whole school research-based approach to personalised learning to ensure cohesion and consistency of teaching and learning practices.</p> <p>Strengthen staff capacity to deliver a comprehensive curriculum tailored to differentiated student needs within an increasingly global community.</p>	<b>Year 1</b>	<ul style="list-style-type: none"> <li>- Develop a system in order to provide opportunities for teachers to have collegiate visits to assist with their implementation of ICT in their classroom.</li> <li>- Continue to implement the DEA program within the curriculum.</li> <li>- Implement and review the ICT Scope and Sequence.</li> <li>- Implement a 1-to-1 iPad program, in Year 5 and 6, and provide support for teachers to implement this.</li> <li>- Focus on building teacher capacity through PL opportunities, within the school and externally e.g. IWB, Green Screen, iPads, Radio and Computers.</li> <li>- Provide and demonstrate digital resources for staff to use in the classroom, eg IWB activities.</li> <li>- Revise unit planners to better integrate ICT into the curriculum. E.g. focused activities on iPads and computers that link into Maths and Literacy.</li> <li>- Commence establishing e-learning contacts overseas to create a Global Classroom.</li> <li>- Create an ICT rejuvenation program</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers using the ICT PLT and colleagues to support their teaching practise.</li> <li>- DEA being used effectively across the school and in all areas of the curriculum.</li> <li>- ICT Scope and Sequence implemented across the school and used as a valuable planning tool</li> <li>- 1:1 iPads program to be implemented throughout Level 4. iPads to be effectively used as a teaching and learning tool</li> <li>- Staff capacity increased through participation in various professional learning opportunities and sharing of digital resources</li> <li>- Planners show better integration of ICT which is reflected in classroom practice and assisted by a “bank” of digital resources.</li> <li>- Staff and students to have greater access to schools throughout the world and utilise this as a learning tool</li> <li>- Rejuvenation program to be used to continually update technology as the need arises</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>- Review ICT policies.</li> <li>- Review 1:1 iPad program and consider expanding to Year Four</li> <li>- Look at other ways of incorporating new and engaging extension activities within</li> </ul>	<ul style="list-style-type: none"> <li>- Policies revised to reflect changes in practice and with input from staff, students and parents</li> <li>- Year 4 students involved in the 1:1 program.</li> </ul>

		<p>the school i.e. website design, programming.</p> <ul style="list-style-type: none"> <li>- Visiting other schools to support global citizens.</li> </ul>	<ul style="list-style-type: none"> <li>- Use in-house experts to run extension programs.</li> <li>- Using the local network and known contacts.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>- Continue embedding ICT practices throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>- ICT used as an effective teaching and learning tool across the school</li> </ul>
	<b>Year 4</b>	As above	As above

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<b>Student Engagement and Wellbeing</b>  To improve student engagement and wellbeing with a particular focus on peer connectedness.	Year 1	▪	
	Year 2	▪	▪
	Year 3	▪	▪
	Year 4	▪	▪
<b>Student Pathways and Transition</b>  To improve learning pathways and transitions for students coming into, re-entering and moving beyond the school.	Year 1	▪	▪
	Year 2	▪	▪
	Year 3	▪	▪
	Year 4	▪	▪