

**Glen Waverley Primary School [5425]
Strategic Plan 2017-2021**

[Nb. This SSP is based over 5 years in line with the Council of International Schools (CIS) Accreditation Process]

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Frank Catalano [21/2/2017][name] [date][name] [date]
School council: Dr Paul van den Bergen [21/2/2017][name] [date][name] [date]
Delegate of the Secretary: Allen McAuliffe [21/2/2017][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>As global contributors, we are reflective, resourceful and engaged in a fulfilling life of learning, laughter and success.</p> <p>Our Philosophy;</p> <ol style="list-style-type: none"> The students are at the centre of everything we do. Building staff capacity is paramount. Everything we do is based on research and a whole school approach. 	<p>Integrity – being consistently honest and trustworthy. Respect – appreciating diversity and the worth of others. Initiative – accepting the challenge of new learning and pursuing excellence. Global Empathy—The ability to understand the feelings of others and the consequences of our actions.</p>	<p>Glen Waverley Primary School is a rapidly growing school, and school of choice for many first generation parents that move into the area seeking outstanding educational outcomes for their children. English is an additional language for 85% of our students. We are an accredited member of the Council of International Schools (CIS) and conducted our school’s self-study as preparation for the CIS accreditation visit in October 2016. Key achievements and challenges identified through this process are;</p> <ol style="list-style-type: none"> Well established and embedded whole school approaches (WSA) to Reading, Writing and a Pedagogical approach, however we need to embed our WSA to Maths and Spelling A whole school approach to Inquiry Learning is yet to be developed. Student understandings of Success Criteria and metacognition can be deepened and further personalised. With enrolment growth, staff induction programs must be robust and thorough. Our whole school engagement and wellbeing program “You Can Do It” needs to be further developed and enriched with additional content to maximise how it meets the specific characteristics of our cohort. The need to develop a long term vision for Science Technology Engineering Art and Mathematics (STEAM). To maintain a focus on rigour, student voice and data through a lens of on-going school improvement and deepening of student engagement in the learning process 	<p>(EiT&L) Glen Waverley Primary School is a high performing school that has identified how a shift from differentiated learning to personalised learning will further increase student learning outcomes. We aim to proactively embrace research on metacognitive rigour and student voice, to further extend our work in this area with a particular focus on;</p> <ol style="list-style-type: none"> Every student as a leader of their own learning. Developing a common understanding of learner resilience. Investigating and developing how students can make better use of their learning data in order to drive their learning. How the school can leverage off, and make better use of social, emotional and academic engagement in order to further develop learner resilience and improve learning opportunities for all students. STEM/Digital Literacies and driving Student Led opportunities. Increasing student voice/advocacy. Continuing to increase the data literacy skills of all staff. The role of neuroscience in learning. Investigate, develop and embed service learning and additional global learning opportunities Investigate, develop and embed sister school relationships within and beyond Australia

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																																																																																																																																								
To develop curious and resilient lifelong learners with strong academic skills in English, Mathematics (Maths), Science and Metacognition.	<p>Excellence in Teaching and Learning (EiT&L);</p> <p>Building Practice Excellence (BPE) & Evidence Based High Impact Teaching Strategies (EBHITS), Evaluating Impact on Learning (EIoL)</p>	<p>Embed Whole School approaches that build a rich, challenging and stimulating learning environment that uses contemporary pedagogy and digital literacies for deep learning and thinking.</p> <ul style="list-style-type: none"> Consolidate whole school approaches to English and Maths (EBHITS) Continue developing and then embed our WSA to Maths and Spelling (BPE) Research, develop and implement a whole school approach to Inquiry Learning (BPE) Research, develop and implement a whole school feedback approach to: <ul style="list-style-type: none"> Teacher to Student Teacher to Teacher Student to Teacher Student to Student Teacher to Parents (reporting) (BPE) Research, develop and implement a whole school vision and approach to the science of learning (BPE) Research, develop and implement a whole school vision and approach for STEAM (BPE) Research, develop and implement a whole school vision and approach to “learner resilience” (EBHITS) 	<table border="1"> <thead> <tr> <th colspan="7">NAPLAN YEAR 3 DATA</th> </tr> <tr> <th></th> <th>2016</th> <th>Below (%)</th> <th>At (%)</th> <th>Band 5 (%)</th> <th>Band 6 (%)</th> <th>Total Above</th> </tr> </thead> <tbody> <tr> <td>Grammar & Punctuation</td> <td>2016</td> <td>3</td> <td>17</td> <td>21</td> <td>56</td> <td>77</td> </tr> <tr> <td></td> <td>SSP Targets</td> <td>0</td> <td>15</td> <td>25</td> <td>60</td> <td>85</td> </tr> <tr> <td>Numeracy</td> <td>2016</td> <td>3</td> <td>22</td> <td>28</td> <td>44</td> <td>72</td> </tr> <tr> <td></td> <td>SSP Targets</td> <td>0</td> <td>15</td> <td>35</td> <td>50</td> <td>85</td> </tr> <tr> <td>Reading</td> <td>2016</td> <td>3</td> <td>23</td> <td>21</td> <td>50</td> <td>71</td> </tr> <tr> <td></td> <td>SSP Targets</td> <td>0</td> <td>15</td> <td>25</td> <td>60</td> <td>85</td> </tr> <tr> <td>Spelling</td> <td>2016</td> <td>2</td> <td>15</td> <td>22</td> <td>58</td> <td>80</td> </tr> <tr> <td></td> <td>SSP Targets</td> <td>0</td> <td>15</td> <td>25</td> <td>60</td> <td>85</td> </tr> <tr> <td>Writing</td> <td>2016</td> <td>0</td> <td>18</td> <td>35</td> <td>44</td> <td>79</td> </tr> <tr> <td></td> <td>SSP Targets</td> <td>0</td> <td>15</td> <td>30</td> <td>55</td> <td>85</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="7">NAPLAN YEAR 5 DATA</th> </tr> <tr> <th></th> <th>2016</th> <th>Below (%)</th> <th>At (%)</th> <th>Band 5 (%)</th> <th>Band 6 (%)</th> <th>Total Above</th> </tr> </thead> <tbody> <tr> <td>Grammar & Punctuation</td> <td>2016</td> <td>7</td> <td>29</td> <td>18</td> <td>40</td> <td>58</td> </tr> <tr> <td></td> <td>SSP Targets</td> <td>0</td> <td>15</td> <td>30</td> <td>55</td> <td>85</td> </tr> <tr> <td>Numeracy</td> <td>2016</td> <td>4</td> <td>23</td> <td>21</td> <td>48</td> <td>69</td> </tr> <tr> <td></td> <td>SSP Targets</td> <td>0</td> <td>15</td> <td>30</td> <td>55</td> <td>85</td> </tr> <tr> <td>Reading</td> <td>2016</td> <td>4</td> <td>21</td> <td>39</td> <td>31</td> <td>70</td> </tr> <tr> <td></td> <td>SSP Targets</td> <td>0</td> <td>15</td> <td>45</td> <td>40</td> <td>85</td> </tr> <tr> <td>Spelling</td> <td>2016</td> <td>3</td> <td>33</td> <td>23</td> <td>35</td> <td>58</td> </tr> <tr> <td></td> <td>SSP Targets</td> <td>0</td> <td>15</td> <td>40</td> <td>45</td> <td>85</td> </tr> <tr> <td>Writing</td> <td>2016</td> <td>6</td> <td>44</td> <td>28</td> <td>17</td> <td>45</td> </tr> <tr> <td></td> <td>SSP Targets</td> <td>0</td> <td>15</td> <td>45</td> <td>40</td> <td>85</td> </tr> </tbody> </table>	NAPLAN YEAR 3 DATA								2016	Below (%)	At (%)	Band 5 (%)	Band 6 (%)	Total Above	Grammar & Punctuation	2016	3	17	21	56	77		SSP Targets	0	15	25	60	85	Numeracy	2016	3	22	28	44	72		SSP Targets	0	15	35	50	85	Reading	2016	3	23	21	50	71		SSP Targets	0	15	25	60	85	Spelling	2016	2	15	22	58	80		SSP Targets	0	15	25	60	85	Writing	2016	0	18	35	44	79		SSP Targets	0	15	30	55	85	NAPLAN YEAR 5 DATA								2016	Below (%)	At (%)	Band 5 (%)	Band 6 (%)	Total Above	Grammar & Punctuation	2016	7	29	18	40	58		SSP Targets	0	15	30	55	85	Numeracy	2016	4	23	21	48	69		SSP Targets	0	15	30	55	85	Reading	2016	4	21	39	31	70		SSP Targets	0	15	45	40	85	Spelling	2016	3	33	23	35	58		SSP Targets	0	15	40	45	85	Writing	2016	6	44	28	17	45		SSP Targets	0	15	45	40	85
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		<p>Investigate and develop the role of students in their learning process so that students make better use of their learning data in order to drive their ongoing growth.</p> <ul style="list-style-type: none"> Deepen understandings, personalisation and develop a common language for the use of Learning Intentions, Success Criteria, rich reflection and goal setting to maximise student learning outcomes (EBHITS) Maximise Student Voice and understanding of the Curriculum Continuum, assessment practices and their capacity to interpret and use their learning data as a means of deepening and improving their learning experiences. (EBHITS) Increase Metacognitive Rigour and embed explicit student reflection and goal setting with thinking routines that support students to make deeper connections with their learning. (BPE) Student Learning Outcomes that are aligned both vertically and horizontally as a continuum for independent progress & Personalised Learning. (EBHITS) Increase student voice/advocacy in the learning and curriculum planning process. (EIoL) 																																																																																																																																																																									



Framework for Improving Student Outcomes



		<ul style="list-style-type: none"> - Review and align our Whole School Assessment Schedule. (EIoL) - Review the role and implementation of diagnostic assessments and expand Common Assessment Tasks (EIoL) - Create and embed opportunities for students to develop self and peer assessment tasks within and beyond their respective year levels - Review and redevelop our WSA to Reporting 	<table border="1"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th rowspan="2"></th> <th colspan="3">Relative Growth</th> <th rowspan="2">Matched Cohort</th> </tr> <tr> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Grammar & Punctuation</td> <td>2016</td> <td>12</td> <td>49</td> <td>38</td> <td>85</td> </tr> <tr> <td>SSP Targets</td> <td>6</td> <td>35</td> <td>59</td> <td>Maintain 85+</td> </tr> <tr> <td rowspan="2">Numeracy</td> <td>2016</td> <td>7</td> <td>40</td> <td>53</td> <td>133</td> </tr> <tr> <td>SSP Targets</td> <td>6</td> <td>35</td> <td>59</td> <td>Maintain 130+</td> </tr> <tr> <td rowspan="2">Reading</td> <td>2016</td> <td>9</td> <td>41</td> <td>49</td> <td>105</td> </tr> <tr> <td>SSP Targets</td> <td>6</td> <td>35</td> <td>59</td> <td>Maintain 105+</td> </tr> <tr> <td rowspan="2">Spelling</td> <td>2016</td> <td>11</td> <td>47</td> <td>42</td> <td>82</td> </tr> <tr> <td>SSP Targets</td> <td>6</td> <td>35</td> <td>59</td> <td>100</td> </tr> <tr> <td rowspan="2">Writing</td> <td>2016</td> <td>9</td> <td>47</td> <td>44</td> <td>81</td> </tr> <tr> <td>SSP Targets</td> <td>6</td> <td>35</td> <td>59</td> <td>100</td> </tr> </tbody> </table> <p>Teacher Judgements;</p> <table border="1"> <thead> <tr> <th colspan="6">Teacher Judgements (%) - Victorian Curriculum – Semester Two, 2016 Benchmarks</th> </tr> <tr> <th></th> <th></th> <th>Below</th> <th>At Std</th> <th>Above</th> <th>Well Above</th> </tr> </thead> <tbody> <tr> <td rowspan="2">English</td> <td>Reading & Viewing</td> <td>1</td> <td>13</td> <td>42</td> <td>44</td> </tr> <tr> <td>Speaking & Listening</td> <td>0</td> <td>20</td> <td>50</td> <td>30</td> </tr> <tr> <td></td> <td>Writing</td> <td>0</td> <td>20</td> <td>49</td> <td>31</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td rowspan="3">Mathematics</td> <td>Meas. & Geometry</td> <td>1</td> <td>19</td> <td>47</td> <td>33</td> </tr> <tr> <td>Number & Algebra</td> <td>1</td> <td>18</td> <td>41</td> <td>40</td> </tr> <tr> <td>Statistics & Probability</td> <td>1</td> <td>17</td> <td>49</td> <td>33</td> </tr> <tr> <td>Science</td> <td></td> <td>0</td> <td>18</td> <td>56</td> <td>26</td> </tr> </tbody> </table> <p>Nb. Victorian Curriculum benchmark data is not available at the time of writing this SSP. As of 2017 it will be used in subsequent AIP's.</p> <p>SSP Targets: By 2021, to have 100% of deemed capable students performing at the expected standard and at least 85% above the expected standard in all dimensions of the Victorian Curriculum with the aim of 40% of students achieving above (B) and 45% achieving well above (A) the expected standard.</p>	NAPLAN		Relative Growth			Matched Cohort	Low	Medium	High	Grammar & Punctuation	2016	12	49	38	85	SSP Targets	6	35	59	Maintain 85+	Numeracy	2016	7	40	53	133	SSP Targets	6	35	59	Maintain 130+	Reading	2016	9	41	49	105	SSP Targets	6	35	59	Maintain 105+	Spelling	2016	11	47	42	82	SSP Targets	6	35	59	100	Writing	2016	9	47	44	81	SSP Targets	6	35	59	100	Teacher Judgements (%) - Victorian Curriculum – Semester Two, 2016 Benchmarks								Below	At Std	Above	Well Above	English	Reading & Viewing	1	13	42	44	Speaking & Listening	0	20	50	30		Writing	0	20	49	31	Mathematics	Meas. & Geometry	1	19	47	33	Number & Algebra	1	18	41	40	Statistics & Probability	1	17	49	33	Science		0	18	56	26
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<p>To increase learner's capacity for high levels of cognitive engagement, challenge and deep thinking through the development of social and emotional skills and understanding.</p>	<p>Positive Climate for Learning (PCfL); Health & Wellbeing (H&WB), Intellectual Engagement & Self-Awareness (IE&SA)</p>	<p>Investigate and further develop our whole school social and emotional learning (SEL) approach in order to align success and resilience</p> <ul style="list-style-type: none"> - Review the effectiveness of the "You Can Do It" (YCDI) program (H&WB). - If applicable, redevelop guidelines to align and strengthen YCDI with other SEL programs. (H&WB), - Investigate and implement complimentary materials to support smaller cohort groups and their personalised needs. (H&WB), - Deepen understandings and pedagogies that foster development of a Growth Mindset and high order thinking skills (IE&SA) - Embed e-Smart Dimensions and the Digital Learning vision into the school's daily practice <p>Investigate and develop a whole school understanding of how the school leverage off, and make better use of social, emotional and academic engagement in order to further develop learner resilience and improve learning opportunities for all students. (IE&SA)</p> <ul style="list-style-type: none"> - Develop a common understanding of learner resilience by investigating best practice - Develop a scaffolded approach throughout the school with common language with connections in to the school's SEL program (H&WB). - 	<p>Attitudes to School Data</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Benchmark</th> <th>SSP Target</th> </tr> </thead> <tbody> <tr> <td>Student Relationships;</td> <td></td> <td></td> </tr> <tr> <td> Connectedness to Peers</td> <td>4.38</td> <td>4.60</td> </tr> <tr> <td>Teaching & Learning;</td> <td></td> <td></td> </tr> <tr> <td> Learning Confidence</td> <td>4.21</td> <td>4.50</td> </tr> <tr> <td> Teacher Effectiveness</td> <td>4.55</td> <td>4.70</td> </tr> </tbody> </table>		2016 Benchmark	SSP Target	Student Relationships;			Connectedness to Peers	4.38	4.60	Teaching & Learning;			Learning Confidence	4.21	4.50	Teacher Effectiveness	4.55	4.70																																																																																																	
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		<p>Establish whole school approaches that will support the development of learning communities</p> <ul style="list-style-type: none"> - Document: <ul style="list-style-type: none"> • The new school year induction period (first two weeks of school) • Staff induction process • Parent induction process. - Link our Guiding Statements to the "You Can Do It" or newly developed SEL program and keys to success, (PCfL) - Document a whole school definition of what it means to be a successful learner at GWPS which links to the SEL and the learner resilience model. (IE&SA) - Document the new staff induction program - Develop a glossary of terms which are used throughout the school 																																								
<p>To increase community involvement in achieving the school's vision.</p>	<p>Community Engagement in Learning (CEIL);</p> <p>Global Citizenship (GC), Networks with Schools, Services & Agencies (NwSSA), Parents & Carer's as Partners (P&CaP)</p>	<p>Engage students as Global Citizens and with Service Learning. (GC)</p> <ul style="list-style-type: none"> - Heighten authentic learning and increased Student Voice (GC) - Explore and develop Sister School relationships which are scaffolded throughout year levels on a local, national and global level. (NwSSA) - Explore and extend community connections for students with local, national and international organisations such as local aged care facilities or kindergartens, World Vision NASA, UNESCO, United Nations etc. (P&CaP) <p>Develop, introduce and maximise use of a parent portal to provide timely data to parents and support parent agency with learning. (P&CaP)</p> <ul style="list-style-type: none"> - Investigate and evaluate the current use of student portfolios (concrete and digital), online platforms, student reports and student led conferences. - Develop a whole school plan, to target the complementary use of these initiatives so that parents receive regular, timely, quality information about their child's achievement and progress. - Investigate the feasibility of a parental digital payment system and consent for incursions and excursions. <p>Investigate a means of involving external organisations and experts to enhance the areas of Science and Technology as a learning tool. (NwSSA)</p> <p>Engage more deeply with past students to determine the effectiveness of a range of school programs. (NwSSA)</p> <ul style="list-style-type: none"> - Explore and embed ways we can maintain connections with the school for Year 6 graduates. - Examine data gathered from past students to review and revise existing programs and processes. 	<p>Attitudes to School Data</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Benchmark</th> <th>SSP Target</th> </tr> </thead> <tbody> <tr> <td>Teaching & Learning;</td> <td></td> <td></td> </tr> <tr> <td>Stimulating Learning</td> <td>4.29</td> <td>4.50</td> </tr> <tr> <td>Student Motivation</td> <td>4.66</td> <td>4.80</td> </tr> </tbody> </table> <p>Parent Opinion Survey</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Benchmark</th> <th>SSP Target</th> </tr> </thead> <tbody> <tr> <td>School Climate;</td> <td></td> <td></td> </tr> <tr> <td>Parent Input</td> <td>5.93</td> <td>6.00</td> </tr> <tr> <td>Stimulating Learning</td> <td>6.33</td> <td>6.50</td> </tr> <tr> <td>Reporting</td> <td>6.23</td> <td>6.40</td> </tr> <tr> <td>Learning Focus</td> <td>6.15</td> <td>6.30</td> </tr> </tbody> </table> <p>School Staff Survey</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Benchmark</th> <th>SSP Target</th> </tr> </thead> <tbody> <tr> <td>Parent & Community Involvement</td> <td>78.86</td> <td>84.00</td> </tr> <tr> <td>Collective Focus on Student Learning</td> <td>84.00</td> <td>88.00</td> </tr> </tbody> </table>		2016 Benchmark	SSP Target	Teaching & Learning;			Stimulating Learning	4.29	4.50	Student Motivation	4.66	4.80		2016 Benchmark	SSP Target	School Climate;			Parent Input	5.93	6.00	Stimulating Learning	6.33	6.50	Reporting	6.23	6.40	Learning Focus	6.15	6.30		2016 Benchmark	SSP Target	Parent & Community Involvement	78.86	84.00	Collective Focus on Student Learning	84.00	88.00
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<p>To enrich the leadership structure to maximise staff capacity to lead and implement high levels of accountability for the school's Guiding Statements and data rich culture.</p>	<p>Professional Leadership (PL);</p> <p>Instructional & Shared Leadership (IaSL), Vision, Values & Culture (VV&C)</p>	<p>Structure on-going development of our Guiding Statements involving all stakeholders and incorporating a refreshed:</p> <ul style="list-style-type: none"> • School Logo • School Uniform • House System and • Branding. (VV&C) <p>Build teacher capacity to maintain, manage and maximise a data rich environment</p> <ul style="list-style-type: none"> - Continue to increase the data literacy skills of all staff. (IaSL) - Maintain a continued investment in Collegiate programs, coaching and initiatives as a priority within and beyond the school to build staff capacity. (IaSL) <p>Continue to target, refine and enhance the development of leadership skills and content knowledge, for staff leading a Team.</p> <ul style="list-style-type: none"> - Continue to build leadership capacity across the school to support the development of our Vertical Team leaders as they lead high level Curriculum Review, implementation and monitoring. (IaSL) - Continue to support other DET schools via school tours or committed partnerships <p>Maintain and further develop the capacity of all staff to deliver established whole school initiatives and rigorous teaching and learning processes. (IaSL)</p> <ul style="list-style-type: none"> - Investigate and implement effective professional learning for all staff to continue building on capacity to teach EAL learners. - Utilise Staff Induction survey data to maintain and refine a rigorous staff Induction Program. - Continue and expand our Whole School Approach to building staff capacity – exploring best-fit methods by which teachers are up-skilled and empowered to utilise the most appropriate methodologies that allow them to differentiate their teaching to meet the abilities and learning styles of all students. 	<p>Parent Opinion Survey</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Benchmark</th> <th>SSP Target</th> </tr> </thead> <tbody> <tr> <td>School Climate;</td> <td></td> <td></td> </tr> <tr> <td>General Satisfaction</td> <td>6.31</td> <td>6.50</td> </tr> <tr> <td>Student Engagement;</td> <td></td> <td></td> </tr> <tr> <td>School Connectedness</td> <td>6.23</td> <td>6.40</td> </tr> <tr> <td>Student Motivation</td> <td>6.24</td> <td>6.40</td> </tr> </tbody> </table> <p>School Staff Survey</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Benchmark</th> <th>SSP Target</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>84.15</td> <td>86.00</td> </tr> <tr> <td>Staff Trust in Colleagues</td> <td>67.6</td> <td>80.00</td> </tr> <tr> <td>Teacher Collaboration</td> <td>61.51</td> <td>75.00</td> </tr> </tbody> </table>		2016 Benchmark	SSP Target	School Climate;			General Satisfaction	6.31	6.50	Student Engagement;			School Connectedness	6.23	6.40	Student Motivation	6.24	6.40		2016 Benchmark	SSP Target	Collective Efficacy	84.15	86.00	Staff Trust in Colleagues	67.6	80.00	Teacher Collaboration	61.51	75.00									
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