

School Strategic Plan 2024-2028

Glen Waverley South Primary School (5436)

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R.E.S.P.E.C.T.

Submitted for review by Elise Vaudeau (School Principal) on 21 November, 2025 at 09:42 AM

Endorsed by Larissa Vesdrevanis (Senior Education Improvement Leader) on 21 November, 2025 at 11:44 AM

Endorsed by Alec Yankos (School Council President) on 11 December, 2024 at 01:19 PM

School Strategic Plan - 2024-2028

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School vision	<p>Glen Waverley South Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated.</p> <p>Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society.</p>
School values	<p>Glen Waverley South Primary School community's vision is underpinned by the value of RESPECT, highlighted through our focus on:</p> <ul style="list-style-type: none">• Relationships• Excellence• Support• Passion• Engagement• Choice• Trust & Honesty
Context challenges	<p>The School review panel recommended the following areas of focus be prioritised in the next SSP:</p> <ul style="list-style-type: none">- Literacy- Numeracy- Peer observation and feedback- Student Voice and Agency- High Impact Wellbeing Strategies- Middle Leadership development- Pedagogical practice of teachers- Disability and inclusion
Intent, rationale and focus	<p>Improve student learning outcomes in literacy and numeracy</p> <p>The panel noted that student achievement and growth had fluctuated across the SSP. Following extensive professional learning and a revised approach to mathematics instruction, the panel noted increased percentages of Year 5 students</p>

achieving in the strong and excelling proficiencies in 2024. The panel agreed that a similar strategic approach to literacy was required to impact improved learning outcomes for students. Therefore, the panel recommended that a focus on literacy and numeracy was required in a future SSP.

Improve student engagement

The panel considered that opportunities for students to influence decisions and exercise agency, particularly in learning, were limited and evidenced in student survey data. The panel recommended that a strategic focus to improve student engagement be implemented, inclusive of increased whole school understanding and realisation of the potential of student agency. Further, the panel recommended a plan to provide structured opportunities for students to take greater ownership and responsibility as partners in learning with teachers would be beneficial.

Improve student wellbeing outcomes

The panel acknowledged that a renewed and altered focus on wellbeing had been undertaken at the beginning of 2024. Professional learning had commenced in building teacher understanding and capability in exploring and responding to student challenges in wellbeing. The panel agreed that a strategic whole school approach was required to embed effective strategies, provide differentiated support to meet individual student's needs and thus improve wellbeing outcomes for all.

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Goal 1	Improve student learning outcomes in literacy and numeracy
Target 1.1	By 2028, maintain or increase the 2024 percentage of Year 5 students in the strong and exceeding proficiency level in NAPLAN: <ul style="list-style-type: none">• Reading from 86%• Writing from 89%• Numeracy from 87%
Target 1.2	By 2028, maintain a 3-year average for students achieving high and medium NAPLAN Relative growth for: <ul style="list-style-type: none">• Reading 75% or above• Writing 83% or above• Numeracy 86% or above
Target 1.3	By 2028, increase the 2024 percentage of Years F to 6 students who achieve at or above expected level in the Victorian Curriculum (Teacher Judgement): <ul style="list-style-type: none">• Reading and viewing from 76% to 80%• Writing from 66% to 70%• Number from 76% to 80%

Target 1.4	<p>By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey:</p> <ul style="list-style-type: none"> • Professional learning from 54% to 65% • School leadership -Instructional leadership from 53% to 65%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed the school's instructional model
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.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to deepen curriculum knowledge and understanding and pedagogical practices
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>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</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.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed a whole school evidence-based approach to literacy</p>
<p>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</p>	
<p>Key Improvement Strategy 1.c 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>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</p>	<p>Strengthen the instructional leadership approach to learning and wellbeing.</p>
<p>Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>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</p>	
<p>Goal 2</p>	
<p>Target 2.1</p>	<p>By 2028, increase the 2024 percentage positive endorsement on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Student voice and agency from 47% to 60%

	<ul style="list-style-type: none"> • Stimulated learning from 64% to 75% • Motivation and interest 69% to 75% • School connectedness 68% to 75%
Target 2.2	<p>By 2028, increase or maintain the 2024 percentage positive endorsement on the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Teacher communication from 80% to 83% • Student agency and voice at 89%
Target 2.3	<p>By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (teaching and learning module):</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 79% to 82% • Support growth and learning of whole student from 89% to 91% • Focus learning on real-life problems from 79% to 82% <p>*Target percentages to be confirmed</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>Create a whole school understanding of Student voice, agency and leadership</p>
<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary</p>	

<p>pathways, incorporating extra-curricula programs</p>	
<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>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>Develop and embed opportunities for Student voice and agency across curriculum areas and learning tasks</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build student capability to be confident, curious and self-reliant learners.</p>
<p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary</p>	

pathways, incorporating extra-curricula programs	
Goal 3	Improve student wellbeing outcomes
Target 3.1	By 2028, increase the 2024 percentage positive endorsement on the Attitudes to School Survey: <ul style="list-style-type: none"> • Teacher concern from 55% to 70% • Resilience (normal/high) from 64% to 75% • Emotional awareness and regulation 63% to 75% • Managing bullying 66% to 75%
Target 3.2	By 2028, increase the 2024 percentage positive endorsement on the Parent Opinion Survey: <ul style="list-style-type: none"> • Non-experience of bullying from 71% to 80%
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student wellbeing, self-regulation and mental health
Key Improvement Strategy 3.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 3.b	Develop and embed a whole school wellbeing framework

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 3.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>Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build staff capability to respond to student wellbeing and mental health needs.</p>
<p>Key Improvement Strategy 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	

