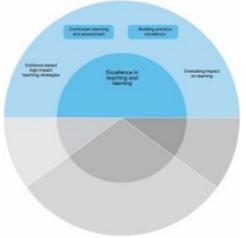


GLEN WAVERLEY SOUTH PRIMARY Strategic Plan 2017-2020

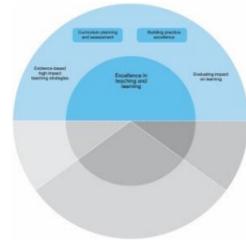
Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Con Vellios Nov 16[name] [date][name] [date]
School council: [name] [date][name] [date][name] [date]
Delegate of the Secretary: Allen McAuliffe Nov 16[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><i>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.</i></p> <p><i>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.</i></p>	<p><i>Glen Waverley South Primary School community's vision is underpinned by the value of RESPECT, highlighted through our focus on:</i></p> <ul style="list-style-type: none"> • Relationships • Excellence • Support • Passion • Engagement • Choice • Trust & Honesty <p><i>The 2013-2016 self-evaluation process identified that GWSPS has strongly embedded our school vision and values in the everyday practices and interactions of our community.</i></p>	<p><i>Key challenges –</i></p> <p><i>Promotion of our school's unique identity</i></p> <p><i>Future enrolments</i></p> <p><i>Increase prep enrolments</i></p> <p><i>Targeting the use of funds to best support EAL students</i></p> <p><i>Leading Teacher to drive STEAM program & develop teacher expertise</i></p> <p><i>Community links – raising community awareness of school</i></p> <p><i>Providing appropriate resources and pedagogy for our increasing EAL population</i></p>	<p><i>Identify school Instructional model in relation to STEAM –</i></p> <p><i>What do we stand for?</i></p> <p><i>What are we acknowledged for?</i></p> <p><i>Raise community awareness; Highlight initiatives - STEAM</i></p> <p><i>Improve staff capacity to identify, plan and implement programs that challenge, engage and inspire students</i></p> <p><i>Whole school documentation – clearly defined non-negotiable common understandings of how we conduct our business at GWSPS</i></p>

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)
<p>Achievement:</p> <p>To maximise student performance and learning growth across all curriculum areas and year levels.</p>	<p>Excellence in teaching & learning: Building practice excellence</p>  <p>Continue to enhance teacher capacity and instructional practice – ensuring delivery of differentiated curriculum, including high level instruction in STEAM</p>	<p>Build teacher capacity to deliver high level teaching and learning programs, to support teacher professional learning and drive the STEAM agenda. To include:</p> <ul style="list-style-type: none"> - eLearning strategies, learning intentions, success criteria, student extension and personalised learning based on point of need instruction <p>Build the capacity of PLT's with a student focus to effectively use data to inform planning and instruction.</p>	<p>Improved learning growth in English and Mathematics (NAPLAN) so that 90% of students achieve medium to high learning growth from Year 3-5 by 2020.</p>
		<p>Effectively audit and implement the Victorian Curriculum including a whole school assessment schedule</p>	<p>Ensure all students achieve a minimum of one year learning growth in Mathematics & English & Science</p>
		<p>Review the school's Scope and Sequence planning documents – include curriculum from Foundation to beyond Year 6</p>	
		<p>Review school's instructional framework/model to ensure that STEAM pedagogy is embedded in all teaching programs</p> <p>Ensure a whole school instructional model is understood and build a belief of what is effective teaching and learning.</p>	<p>Specific Targets</p> <p>Numeracy: the Naplan 2016 Year 5 (3-5) Learning Gain was: (43 % of students achieved high gain); (49% of students in top two bands).</p>

Excellence in teaching & learning: - Curriculum planning & assessment

Build and sustain a school instructional model that clearly identifies the school's approach to Curriculum development, Planning & Assessment



Review and revise all supplementary programs and resources to ensure that student learning is maximised by their inclusion – e.g. EAL, Reading Recovery, Learning Support program

The targets to be achieved for 2020 are

- the percentage of students achieving high gain increases from 43 % of students to 50%
- the percentage of students working in the top 2 bands of NAPLAN increases from 49% to 55%

English Reading

Reading: the NAPLAN 2016 Year 5 (3-5) Learning Gain was: (38 % of students achieved high gain): (52% of students in top two bands). The targets to be achieved for 2020 are

- the percentage of students achieving high gain increases from 38 % of students to 45%
- the percentage of students working in the top 2 bands of NAPLAN increases from 52% to 60%

English Writing

General

- NAPLAN growth for Writing to be above state means for High Growth and below state means for Low Growth – decrease % of low growth from 14% to 8% and increase % of medium growth 37% to 45%

Specific

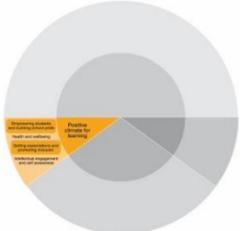
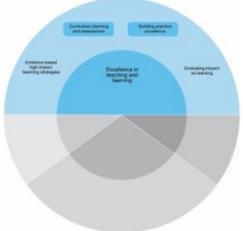
Writing: the NAPLAN 2016 Year 5 (3-5) Learning Gain was: (14% of students achieved low gain) (37.5 % of students achieved mid gain) (48 % of students achieved high gain): (41.6 % of students in top two bands). The targets to be achieved for 2020 are

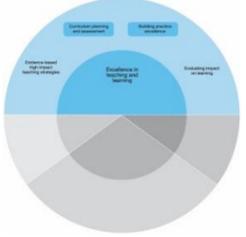
- the percentage of students achieving mid to high gain increases from 85 % of students to 90%
- the percentage of students working in the top 2 bands of NAPLAN increases to from 41% to 50%

Staff Opinion

Staff opinion survey to show Teacher Collaboration percentile and Guaranteed and Viable Curriculum consistently to remain in the 4th quartile. – Whole school mean score to improve in:

- Teacher collaboration from 79.83 to 85
- Guaranteed and viable curriculum from 83.33 to 85

<p>Engagement: Build the level of community engagement in learning and enhance the effectiveness of the school as a professional learning community.</p>	<p>Positive climate for learning: <i>- Empowering students and building school pride</i></p> <p>Promote a rich learning environment with higher levels of student cognitive engagement and self-directed inquiry</p>	<p>Continue to develop an engaging pedagogy through implementation of a structured dynamic STEAM curriculum(F-6)</p>	<p>To increase the mean Student Attitudes to School Survey results in:</p> <ul style="list-style-type: none"> • Teacher effectiveness to at least 4.60 from 4.54 in 2016 • Teacher empathy to at least 4.65 from 4.54 in 2016 • Stimulating learning to at least 4.60 from 4.23 in 2016 • Student motivation to 4.75 from 4.52 in 2016
		<p>Engage parents as learning partners in their child’s education – providing opportunities for parents to become better informed</p> <ul style="list-style-type: none"> • Open communication with parents to inform and promote school programs and new pedagogical structures – eg STEAM program <p>Continue parent awareness through communication and relevant forums, surveys and the use of communication apps.</p>	<p>To increase the mean Parent Opinion Survey results in:</p> <ul style="list-style-type: none"> • Reporting to 6.20 from 5.92 in 2016 • Transitions to 6.00 from 5.76 in 2016
	<p>Excellence in teaching & learning: - Curriculum planning & assessment Develop a contemporary curriculum that challenges and empowers students</p>  <p>Community engagement in learning: - Building communities Engage and connect the GWSPS community to school life and practises</p>	<p>Enhance the personalised approach to student learning through Inquiry throughout the school – Build the understanding of student voice within Inquiry Learning</p> <ul style="list-style-type: none"> - Build student capacity to reflect on their inquiry learning 	

<p>Wellbeing:</p> <p>Create a school environment that enhances student wellbeing, connects with a supportive learning community, and nurtures the social, emotional and cognitive development of all students.</p>	<p>Positive climate for learning: - Empowering students and building school pride</p> <p>Build the capacity of students to be resilient, socially responsible and respectful in all their relationships.</p>  <p>Community engagement in learning: - Building communities</p> <p>Promote community engagement in learning – review the whole school community connectedness plan</p>	<p>Review the provision of programs that support students’ resilience and feelings of wellbeing - ensure they are effective and focus on a whole school approach.</p>	<p>Attitudes to School survey means to be at or beyond 75th percentile for all cohorts with annual improvement evident.</p>
		<p>Investigate supplementary programs to support students to develop resilience and social skills, and to enhance current practices</p>	
		<p>Celebrate the diversity and multiculturalism that exists, building a more relevant whole school Community Connectedness Plan</p>	<p>Parent input variable to increase from 5.62 to 5.86</p>
		<p>Engage parents, enhancing their ability to connect to the school to build community and improve learning</p>	
		<p>Implement programs that foster global awareness and inter-cultural capability, promoting global citizenship.</p>	
		<p>Review all communications and enrolment processes and implement a more targeted approach to school operation in this area.</p>	<p>Positive trends in student enrolment – parent opinion data shows increase in ‘general satisfaction’ from 5.81 to 6.10</p>
		<p>Review all processes with regard to student attendance and punctuality – introduce a revitalised plan and program in this domain.</p>	<p>Student attendance rates improve and reach a maximum of 10.0 absence days annually at all year levels. Non –approved absence rates reduce by 35% by 2019.</p>