

School Strategic Plan 2021-2025

Glen Waverley Primary School (5425)



Draft

Submitted for review by Frank Catalano (School Principal) on 12 November, 2021 at 08:27 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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School vision	<p>GWPS is accredited with the Council of International Schools (CIS) and as part of this accreditation we have developed guiding statements that define the purpose and direction of the school.</p> <p>The Guiding Statements include:</p> <ul style="list-style-type: none"> - A statement on Interculturalism and - Our School Philosophy, Values, Motto, Purpose, Vision and Mission <p>For the purpose of this document, our Vision and Mission are as follows:</p> <p>Vision - "As global contributors we are reflective, resourceful and engaged in a fulfilling life of learning, laughter and success."</p> <p>Mission - "Glen Waverley Primary School develops lifelong global learners. We utilise research and a whole school approach, we pursue positivity, resilience and academic excellence. Partnerships with students, parents and the community are nurtured and collaboration integral. We provide students with the knowledge, skills and attitudes to become critical thinkers and productive citizens of the world.</p> <p>The entire Guiding Statements are available on our school website.</p>
School values	<p>The GWPS School Values of Respect, Integrity, Initiative and Global Empathy are embedded into our school through our approach to curriculum and the interactions with the members of our community. We endeavour to develop Global Citizens who exhibit the following values:</p> <p>Respect – appreciating diversity and the worth of others.</p> <ul style="list-style-type: none"> - Courtesy; having regard and consideration for self and others. - Fairness, kindness and sensitivity to self and others. - Mutual respect; treating others the way you wish to be treated. - Appreciation; understanding the value of self and those around you. - Embracing each individual's worth, dignity and diversity. Attentive; ready to learn and listen. - Encouraging; demonstrating support for the growth and development of others. <p>Integrity – being consistently honest and trustworthy.</p> <ul style="list-style-type: none"> - Having strong moral principles. - Truthful; honesty in one's actions and avoiding hypocrisy. - Intrinsic; internal standards and consistency. - Virtues; acting according to intrinsic values, beliefs and morals. <p>Initiative – accepting the challenge of new learning and pursuing excellence.</p> <ul style="list-style-type: none"> - As a learning community we strive to be self-motivated and pursue personal excellence in everything we do. - Personal Best; striving to maximise potential. - Motivation; the intrinsic desire to act . The ability to begin or follow through energetically with a plan or a task. - Being proactive; taking action before it is necessary. <p>Empathy —The ability to understand the feelings of others and the consequences of our actions.</p> <ul style="list-style-type: none"> - Connectedness; As the way people come together and interact irrespective of similarities and differences. - Engagement; with lifelong learning, the world's community and the sustainability of our planet. - Embracing global citizenship and diversity. - The ability to view the world without boundaries. - Transnational citizenship; Connected to more than one country. - Inclusive; not excluding anyone on the basis of gender, race, class, culture, religion, disability etc - Valuing Interculturalism.

Context challenges	<p>Context:</p> <p>Glen Waverley Primary School is a dynamic, thriving learning community made up of a diversity of cultural and linguistic backgrounds. The parents, staff and students share a common goal and are committed to educational excellence, personal growth and global citizenship. The school is accredited with the Council of International Schools and our Guiding Statements clearly reflect the needs of all stakeholders.</p> <p>As a school community, the focus is on continual improvement in all aspects of teaching, learning and school leadership as well as ensuring all students feel safe and secure. There is commitment to providing a rigorous curriculum with an emphasis on personalised learning which has a global perspective and is rich in science, intercultural understanding, service learning, digital citizenship and an awareness of the world around us.</p> <p>Challenges:</p> <p>With an SFOE of 0.1272 (2021), we have immense potential in our students and community for continued outstanding achievement and learning growth. We look to further developing greater clarity and understanding of how student voice and agency can be maximised to empower our students in their learning journey whilst also enhancing meta-cognitive rigour by carefully monitoring, reviewing and strategically developing all aspects of our practice.</p>
Intent, rationale and focus	<p>The school's priorities for the SSP will be to deepen and further develop:</p> <ul style="list-style-type: none"> • Our whole school approaches in English and Mathematics • Our whole school approaches for EAL learners with a particular focus on language acquisition • The use of assessment data to drive explicit teaching • Our whole school approach to Student Voice and Agency • Enhancing our Social and Emotional learning and wellbeing approaches and • Our approaches to Global Citizenship and the Three modes of Cultural Understanding. <p>We believe that continuing to enhance, document and implement whole school approaches to teaching and learning in English, EAL and Mathematics will improve student learning outcomes and the sustained development of teacher and student data literacy will assist in differentiation and the explicit teaching of knowledge and skills.</p> <p>Fostering a learning environment that further encompasses student voice and agency, that sanctions authentic learning experiences and builds school connectedness for all learners will be prioritised. Strengthening the You Can Do It (YCDI) student wellbeing program through the inclusion of additional programs such as Resilience, Rights and Respectful Relationship and Atomic Wellbeing will support the development of students' social and emotional learning.</p> <p>As an internationally accredited school we are committed to developing global citizens. We have developed a school definition of global citizenship which reflects the learning embedded in the curriculum.</p> <p>At GWPS a Global Citizens has, "An ethical and moral responsibility to actively seek global knowledge and explore diverse perspectives. Thus, we endeavour to form connections, locally, nationally and globally to identify our impact on the world and take action for the betterment of our global community."</p>

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Goal 1	To target and accelerate the learning growth of every student in literacy.
Target 1.1	By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN reading, from 29 per cent in 2019 to 35 per cent.
Target 1.2	By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN spelling, from 19 per cent in 2019 to 30 per cent.
Target 1.3	By 2025 the percentage of students F-6 making 18 months or greater learning growth in VC levels in each calendar year, based upon teacher judgements will increase in: <ul style="list-style-type: none"> • reading from 42 per cent to 44 per cent • speaking and listening from 34 per cent to 36 per cent • writing from 36 per cent to 38 per cent
Key Improvement Strategy 1.ay Evaluating impact on learning	Further build a consistent teacher understanding of data and its impact on student learning and growth.
Key Improvement Strategy 1.by Evidence-based high-impact teaching strategies	Further enhance documentation and implementation of whole school teaching and learning approaches that support deep learning, metacognition, and transfer of knowledge in literacy.
Key Improvement Strategy 1.cy Curriculum planning and assessment	Document and implement a whole school approaching to catering for English as an Additional Language (EAL) learners across all areas of the curriculum.
Goal 2	To target and accelerate the learning growth of every student in numeracy.
Target 2.1	By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy, from 32 per cent in 2019 to 36 per cent.
Target 2.2	By 2025 decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN numeracy, from 14 per cent in 2019 to 10 per cent.
Target 2.3	By 2025 the percentage of students F-6 making 18 months learning growth or greater in VC levels in each calendar year, based upon teacher judgements will increase in <ul style="list-style-type: none"> • measurement and geometry from 34 per cent to 36 per cent

	<ul style="list-style-type: none"> • number and algebra from 34 per cent to 36 per cent • statistics and probability from 36 per cent to 38 per cent
Key Improvement Strategy 2.ay Curriculum planning and assessment	Create and implement a process for language acquisition for problem solving across all areas of numeracy.
Key Improvement Strategy 2.by Evidence-based high-impact teaching strategies	Further enhance documentation and implementation of whole school teaching and learning approaches that support deep learning, metacognition, and transfer of knowledge in numeracy
Key Improvement Strategy 2.cy Evaluating impact on learning	Build teacher and student capabilities to use data to identify, communicate and enhance levels of challenge in learning.
Goal 3	To empower all students to lead their well being and learning with voice, agency, and as productive citizens of the world.
Target 3.1	<p>By 2025 the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures will show:</p> <ul style="list-style-type: none"> • social engagement domain, student voice and agency factor will increase from 80 per cent in 2019 to 84 per cent • learner characteristics and dispositions domain, sense of confidence factor will increase from 86 per cent in 2019 to 90 per cent. • effective teaching practice domain, stimulated learning factor will increase from 90 per cent in 2019 to 94 per cent • social engagement domain, resilience factor will increase from 89 per cent in 2019 to 93 per cent.
Target 3.2	<p>By 2024 the percentage of parents reporting positive endorsement in the following parent opinion survey measures:</p> <ul style="list-style-type: none"> • parent community engagement domain teacher communication factor will increase from 89 per cent in 2019 to 93 per cent • student cognitive engagement domain, student motivation and support factor will increase from 90 per cent in 2019 to 94 per cent
Target 3.3	By 2025, the percentage of 20+ days of absence for F-6 students will decrease from 27 per cent in 2019 to at or below 23 per cent.
Key Improvement Strategy 3.ay Empowering students and building school pride	Build the language and communication of goal setting and self regulation in students, parents, and staff.
Key Improvement Strategy 3.by Health and wellbeing	Renew whole school well being programs to include a focus on resilience and social and emotional learning.
Key Improvement Strategy 3.cy Empowering students and building school pride	Develop a contextual understanding of student voice and agency in learning, leadership and well being in order to enhance engagement of students as global citizens.