

# School Strategic Plan 2025-2029

Glen Waverley Primary School (5425)



Submitted for review by Frank Catalano (School Principal) on 18 November, 2025 at 05:28 PM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2025-2029

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| <b>School vision</b> | <p>Glen Waverley Primary School has a well-established reputation for excellence in student learning and achievement across academic, artistic, communal, and sporting domains. Our motto, “Dream, Believe, Achieve, Succeed,” developed in partnership with the school community, provides a clear foundation for our shared purpose and direction.</p> <p>Our mission, “Glen Waverley Primary School develops lifelong global learners. We utilise research, whole-school approaches and pursue positivity, resilience, and academic excellence in partnership with our school community. We nurture a culture of non-judgement and authentic care,” and our vision, “As global contributors, we are reflective, resourceful, and engaged in a fulfilling life of learning, laughter, and success,” articulate the core business of our teaching and learning programs. These statements guide strategic decision-making, ensuring that our priorities reflect evidence based practice, high expectations, and a strong emphasis on student engagement, voice, and wellbeing.</p> <p>The diversity of our school community provides a distinctive strength and opportunity. With a wide range of cultural, linguistic, and faith backgrounds represented, our students and staff experience daily the benefits of intercultural understanding, global awareness, and authentic connections to international perspectives. This context enables us to embed global capabilities across our curriculum and to prepare students to thrive as active, informed, and resilient global citizens.</p> |
| <b>School values</b> | <p>Glen Waverley Primary School (GWPS) is a proud Victorian Government school and an accredited member of the Council of International Schools (CIS). Membership of the CIS affirms our commitment to the highest professional standards, continuous improvement, and the integration of global perspectives across our curriculum. Through the CIS framework, we engage in a rigorous, cyclical self-study and review process that informs and strengthens our ongoing school improvement agenda.</p> <p>Our Guiding Statements provide the foundation for all strategic decision-making. As a living document, they articulate the school’s purpose and direction, shaping policy, practice, and culture. They are highly visible across the school and embedded in staff, student, and community understanding. The Guiding Statements include our Purpose, Vision, Mission, Values, Philosophy, Global Citizenship Statement, Motto, and definition of Intercultural Learning, each of which reflects the aspirations and priorities of the school community.</p> <p>At the core of these statements is the GWPS Philosophy:</p>   |

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|                                  | <ul style="list-style-type: none"> <li>• The students are at the centre of everything we do.</li> <li>• Building staff capacity is paramount.</li> <li>• Everything we do is based on research and a whole school approach.</li> </ul> <p>This philosophy, in place for more than a decade, continues to underpin all aspects of our improvement journey. It establishes the conditions for student centred learning, professional growth, and consistent, evidence-based teaching practice across the school.</p> <p>The GWPS values - Respect, Integrity, Initiative, and Global Empathy - are embedded in our curriculum, pedagogy, and community interactions. These values inform the way we learn, teach, and connect, ensuring that all members of our community - students, staff, families, and alumni - experience a strong sense of belonging and purpose. They also position our students to develop the skills, attributes, and dispositions required to engage meaningfully as active citizens in an interconnected global context.</p>  |
| <p><b>Context challenges</b></p> | <p>Glen Waverley Primary School is located approximately 25 kilometres from Melbourne’s CBD, near the intersection of Springvale and High Street Roads, and is recognised as a school of choice for families seeking high-quality educational outcomes.</p> <p>The school’s reputation for excellence brings both opportunities and significant challenges that shape the context of our strategic planning. A growing and increasingly diverse student population requires us to continually adapt curriculum, pedagogy, and wellbeing supports to ensure equitable outcomes for all learners. In particular, the high proportion of students with English as an Additional Language requires targeted, whole-school approaches that build staff capability and address both academic and wellbeing needs.</p> <p>In recent years, there has also been a noticeable rise in the number of students assessed as having additional learning needs. This presents an additional layer of complexity, requiring differentiated teaching, increased access to intervention programs, and sustained investment in staff professional learning to ensure all students are able to thrive.</p> <p>Simultaneously, supporting the needs of high-achieving students remains an important challenge. Many of these students require targeted extension and enrichment opportunities beyond the core curriculum to ensure they are engaged, motivated, and able to reach their full potential. Advanced learning programs, alongside initiatives in areas such as mathematics, English, STEAM, virtual reality, aviation, coding, chess, public speaking, and the arts, have had a positive impact on student growth and development. The challenge lies in continuing to design and embed learning experiences that challenge and inspire these students, while balancing the diverse needs of the broader student</p> |

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|   | <p>population.</p> <p>Fluctuating enrolments across the year create further challenges in planning for class structures, staffing, and resource allocation. These pressures are compounded by ageing facilities that no longer adequately support contemporary teaching and learning practices. The need for flexible, modern learning environments that reflect the expectations of families and the requirements of 21st-century learning is becoming increasingly urgent.</p> <p>Embedding the principles of the Science of Learning across all curriculum areas remains central to the school's improvement journey. The challenge is to integrate evidence-based practices with engaging, challenging, and enjoyable learning experiences that promote student voice, choice, and agency. Building staff data literacy is critical in this process, ensuring that teaching is responsive, targeted, and consistently aligned to individual student needs.</p> <p>Together, these contextual challenges highlight the need for a strategic focus on strengthening staff capacity, embedding consistent pedagogical practices, supporting students with additional learning needs, extending and enriching high-achieving learners, enhancing student engagement, and securing facilities that are fit for purpose. These priorities will guide our improvement agenda over the coming SSP cycle.</p>  |
| <p><b>Intent, rationale and focus</b></p> | <p>Following a highly successful school review, Glen Waverley Primary School is exceptionally well positioned to embark on the next stage of sustained school improvement. Our strategic direction will be anchored in the principles of the Science of Learning and underpinned by a strong commitment to evidence-based wellbeing practices. Central to this focus is the embedding of consistent, research informed pedagogical approaches that deliver high-quality instruction, targeted support, deliberate scaffolding, and meaningful extension. By aligning teaching and wellbeing practices across the curriculum, we aim to ensure that every student experiences continuous growth, engages deeply in their learning, and achieves positive academic and wellbeing outcomes.</p> <p>Over the course of this SSP cycle, the school will:</p> <ul style="list-style-type: none"> <li>• Enhance Early Years English (Prep – Year 2): further strengthen and embed the InitialLit program to ensure strong foundations in literacy.</li> <li>• English in Years 3 – 6: investigate, introduce, and embed an approach that builds seamlessly on early years learning, while providing appropriate scaffolding, extension, and depth.</li> <li>• Implement a Whole-School Mathematics Approach: develop and embed a consistent teaching framework for mathematics that aligns with the Science of Learning and the school's pedagogical expectations.</li> <li>• Refine and embed a whole-school Science of Learning pedagogy that balances academic rigour with student</li> </ul> |

engagement, enjoyment, choice, voice, and agency.

- Deepen Student Choice, Voice, and Agency: continue to strengthen whole-school implementation to empower student contribution in learning.
- Advance EAL Provision: develop and embed a New Arrivals program and further build staff capacity to address the academic and wellbeing needs of EAL students.
- Strengthen Data Literacy: enhance staff expertise through targeted professional learning, coaching, mentoring, and highly effective PLCs.
- Consolidate Wellbeing Practices: continue to develop and embed a consistent whole-school approach to student wellbeing.
- Review global citizenship and intercultural learning - refine our focus on intercultural capabilities, strengthen sister school partnerships, and position the school to respond to and benefit from the opportunities of a dynamic global context.

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| <b>Goal 1</b>     | Maximise learning growth for all students in English and Mathematics.  |
| <b>Target 1.1</b> | <p>By 2029 increase the percentage of year 3 students achieving exceeding proficiency levels for:</p> <ul style="list-style-type: none"> <li>• Reading from 29% (2025) to 34%</li> <li>• Writing from 18% (2025) to 23%</li> <li>• Numeracy from 28% (2025) to 33%</li> </ul> <p>By 2029, increase the percentage of year 5 students achieving exceeding proficiency levels for:</p> <ul style="list-style-type: none"> <li>• Reading from 36% (2025) to 40%</li> <li>• Writing from 24% (2025) to 28%</li> <li>• Numeracy from 36% (2025) to 38%</li> </ul> |
| <b>Target 1.2</b> | <p>By 2029, increase the percentage of year 5 students achieving high NAPLAN Relative Growth for:</p> <ul style="list-style-type: none"> <li>• Reading from 29% (2025) to 32%</li> <li>• Writing from 26% (2025) to 30%</li> <li>• Numeracy maintain at 38% (2025)</li> </ul>  |
| <b>Target 1.3</b> | <p>By 2029, improve the percentage of positive responses for the following School Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Academics emphasis from 86% (2024) to 90%</li> <li>• Guaranteed and viable curriculum from 88% (2024) to 90%</li> <li>• Understand how to analyse data from 83% (2024) to 85%</li> <li>• Discuss problems of practice from 61% (2024) to 75%</li> </ul>   |
| <b>Target 1.4</b> | <p>By 2029, improve the percentage of positive responses for the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 77% (2025) to 85%</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Effective teaching time from 79% (2025) to 85%</li> <li>• Student voice and agency from 67% (2025) to 78%</li> </ul>   |
| <b>Key Improvement Strategy 1.a</b><br>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 | Strengthen instructional leadership to ensure whole school consistency in teaching and learning.  |
| <b>Key Improvement Strategy 1.b</b><br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities          | Strengthen teacher capacity to analyse and use learning and wellbeing data to implement responsive teaching.  |
| <b>Key Improvement Strategy 1.c</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                            | Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes.   |
| <b>Goal 2</b>  | Maximise wellbeing and engagement for all students.   |
| <b>Target 2.1</b>  | By 2029, improve the percentage of positive responses for the following Attitudes to School Survey factors: <ul style="list-style-type: none"> <li>• Respect for diversity from 69% (2025) to 78%</li> <li>• Resilience from 77% (2025) to 85%</li> <li>• Motivation and interest from 80% (2025) to 85%</li> </ul> |

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| <b>Target 2.2</b>   | By 2029, improve the percentage of positive responses for the following School Staff Opinion Survey factors: <ul style="list-style-type: none"> <li>• Build Resilience and Resilient Supportive Environment from 74% (2024) to 78%</li> <li>• Collaborate to scaffold student learning from 83% (2024) to 88%</li> </ul> |
| <b>Target 2.3</b>   | By 2029, decrease the percentage of students with 20+ days absence from 35% (2024) to 30%.   |
| <b>Key Improvement Strategy 2.a</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Strengthen a whole-school approach to inclusion, wellbeing, and engagement.  |
| <b>Key Improvement Strategy 2.b</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion               | Build staff knowledge and capacity to provide universal adjustments, Tier 1, 2 and 3 support strategies and interventions to successfully meet the wellbeing and learning needs of students.   |
| <b>Key Improvement Strategy 2.c</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes.  |