**School Strategic Plan 2020-2024**

Glen Waverley South Primary School (5436)



Submitted for review by Con Vellios (School Principal) on 27 May, 2021 at 10:01 AM  
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 27 May, 2021 at 10:06 AM  
Endorsed by Kathryn Amerasekera (School Council President) on 28 May, 2021 at 01:16 PM

**School Strategic Plan - 2020-2024**

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| School vision | 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.   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. |
| School values | Glen Waverley South Primary School community’s vision is underpinned by the value of RESPECT, highlighted through our focus on: • Relationships • Excellence • Support • Passion • Engagement • Choice • Trust & Honesty  The 2017 - 2020 self-evaluation process identified that GWSPS has strongly embedded our school vision and values in the everyday practices and interactions of our community. |
| Context challenges | Future enrolments Increase prep enrolments Targeting the use of funds to best support EAL students Consistent instructional model Consistent implementation of High impact teaching strategies (HITS) FISO improvement cycle  PLC practices  Middle leadership Data literacy and a data–driven curriculum planning cycle Student voice and learner agency  Student wellbeing with a focus on resilience. |
| Intent, rationale and focus | Improve student outcomes in Literacy and Numeracy. An analysis of the NAPLAN data showed a decline in the percentage of students achieving high growth in Reading and an increase in the percentage making low growth. The data also showed a decline in the percentage of Year 5 students in the top two Writing bands. Teacher judgement data showed a decline in the percentage of Years 1–6 students achieving above expected growth in Reading, Writing and Number. Fieldwork determined that instructional practices, integrating the high impact teaching strategies were not consistent and teacher capacity to use data to inform planning was limited. Literacy and numeracy were therefore identified as areas requiring focus for the next SSP.   Improve student engagement in learning. An analysis of AToSS data indicated that students’ positive endorsement for Sense of confidence declined from 88 per cent in 2017 to 80 per cent in 2019 and endorsement for Student voice and agency was low compared to other factors in the survey (73 per cent in 2019). The school, through the pre–review self–evaluation (PRSE) identified that student voice and agency was an area requiring improvement area and determined through the review process the need for professional learning in this area. The review found that the AToSS was not unpacked with students and there were minimal opportunities for students to provide feedback to teachers about teaching and learning. The review also indicated that opportunities for students to monitor their own learning were limited and processes around personal learning goals were not consistent. Improving student engagement in learning would be a focus for the next SSP.  Improve student wellbeing with a focus on resilience An analysis of AToSS data showed students’ positive endorsement for Resilience, Teacher concern and Managing bullying declined from 2017 to 2019. Through the review staff reported a decline in students’ coping skills and ability to bounce back and an increase in meltdowns. Staff also reported that the former social emotional program was no longer engaging students. The Resilience Project was introduced in 2019 in response to staff observations but was not fully embedded due to the disruption to onsite learning in 2020. Embedding the program as a whole school approach to improving student wellbeing would be a focus for the next SSP. |

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| **Goal 1** | To improve student outcomes in literacy and numeracy. |
| Target 1.1 | By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands in:   * Reading from 57% (2019) to 59% or above * Writing from 23% (2019) to 30% * Numeracy from 67% (2019) to 70% or above |
| Target 1.2 | By 2024, increase the percentage of students above NAPLAN benchmark growth in:   * Reading from 22% (2019) to 30% * Writing from 32% (2019) to 36% * Numeracy from 64% (2019) to 65% or above |
| Target 1.3 | By 2024, increase the percentage of Years 1–6 students who achieve above the expected growth in the Victorian Curriculum in:   * Reading from 16% (2018–19 Semester 2) to 30% * Writing from 19% (2018–19 Semester 2) to 30% * Number and algebra from 16% (2018–19 Semester 2) to 30% |
| Target 1.4 | By 2024, increase positive endorsement on the SSS for:   * Time to share pedagogical content knowledge from 72% (2019) to 84% * Teacher collaboration from 87% (2019) to 92% |
| Key Improvement Strategy 1.a Building practice excellence | Enhance teacher practice through the development of a whole school instructional model that integrates the high impact teaching strategies. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Strengthen teacher capacity to make effective use of data and formative assessment to inform and evaluate teaching and learning programs. |
| Key Improvement Strategy 1.c Building practice excellence | Implement a PLC approach to build teacher practice and collaboration. |
| **Goal 2** | To improve student engagement in learning. |
| Target 2.1 | By 2024, increase positive endorsement on the AToSS for:   * Student voice and agency from 75% (2019) to 80% * Sense of confidence from 80% (2019) to 88% |
| Target 2.2 | By 2024, increase positive endorsement on the POS for:   * Student agency and voice from 83% to 86% * Stimulating learning environment from 80% to 84% |
| Target 2.3 | By 2024, reduce the percentage of students with 20 or more absence days from 25% (2019) to 22%. |
| Key Improvement Strategy 2.a Building practice excellence | Build staff understanding of the meaning, importance and benefits of student voice, agency and leadership. |
| Key Improvement Strategy 2.b Empowering students and building school pride | Develop and implement a whole–school learner agency strategy to enable self–regulated and confident learners. |
| **Goal 3** | To improve student wellbeing with a focus on resilience. |
| Target 3.1 | By 2024, increase positive endorsement on the AToSS for:   * Resilience from 77% (2019) to 85% * Managing bullying from 83% (2019) to 85% or above * Teacher concern from 73% (2019) to 78% |
| Target 3.2 | By 2024, increase the average percentage score for Years 4–6 students on the Resilience Project Youth Survey for:   * Positive Learners Mindset - Ready to Learn - from 69% (2020) to 75% |
| Target 3.3 | By 2024, increase positive endorsement on the POS for Motivation and support from 84% (2019) to 88%. |
| Key Improvement Strategy 3.a Health and wellbeing | Build staff capacity to embed the Resilience Project in the whole school approach to student wellbeing. |