

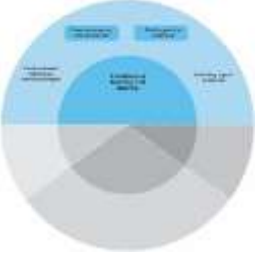
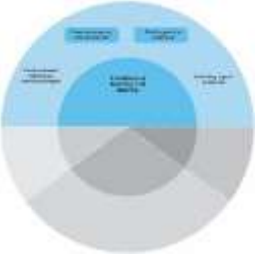
**Mount Waverley Primary School (3432)**  
**Strategic Plan 2016-2019**

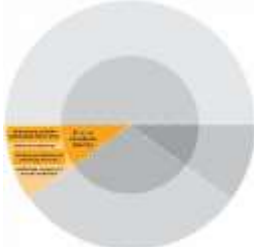
**Endorsement**  
 Principal: Greg Paine Nov 2016  
 School council: Michael Seelig Nov 2016  
 Delegate of the Secretary: Allen McAuliffe Nov 2016

**Re-Endorsement** (if a Goal, KIS or Target is changed)  
 .....[name] [date]  
 .....[name] [date]  
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 .....[name] [date]  
 .....[name] [date]  
 .....[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>A vision statement, philosophy of teaching and learning, Year 6 Graduate profile and the school values were developed in 2016 and underpin the school's motto of 'Achieving Excellence Together'.</p> <p>Mount Waverley Primary School values quality education with high expectations.</p> <p>Our students learn in a safe, vibrant and caring environment that promotes acceptance, confidence, curiosity, friendship, fun and respectful relationships.</p>	<p><b>In our school we value:</b></p> <p><b>Respect</b> – consistently displays consideration, regard and understanding for others and the environment</p> <p><b>Resilience</b> – persist and bounce back from disappointments and setbacks with a positive attitude</p> <p><b>Integrity</b> – always strive to be the best we can be and to make a positive contribution through our actions, words and behaviours</p> <p><b>Curiosity and Creativity</b> – seek to learn and discover and support the learning and discovery in others</p> <p><b>Empathy</b> – respond to others with kindness, understanding and sensitivity</p>	<p>Mount Waverley Primary School (MWPS) is located in the City of Monash in the South-Eastern suburbs of Melbourne. The school was founded in 1906 in an established residential suburb 20 kilometers from the Melbourne Central Business District. The current enrolment level sits at the enrolment ceiling of approximately 800 students. It includes a comparable mix of gender.</p> <p>The school community has a high socio economic profile and a high proportion of students with a Language Background Other Than English</p> <p>The school diversity includes backgrounds such as Asian, European and Middle Eastern cultures.</p> <p>MWPS curriculum includes all domains of the AusVELS standards and the Victorian Curriculum as part of the phased implementation of these new frameworks. The school achieves high results and consistently performs above the State School median for all levels of literacy and numeracy.</p> <p>Student wellbeing is supported through a number of specialist programs, policies and includes a wellbeing coordinator to support a school wide approach to wellbeing.</p> <p>School facilities include a large indoor multi-purpose hall, two main learning hubs with central open spaces and a number of portable structures. Rooms are specifically dedicated for specialist classes in areas such as Visual Arts, Music, Languages, Library, Information Communication Technology (ICT), Science and Physical Education. The school has a computer network system and a dedicated computer centre.</p> <p>The School Council and Parent Group assist with school operations and provide the basis for a strong community partnership.</p> <p><b>Challenges:</b></p> <p>Developing an agreed upon Instructional model to strengthen student learning</p> <p>Providing opportunities for staff development and the increasing the leadership capacity of staff</p> <p>Increasing student voice, responsibility and leadership</p> <p>Creating opportunities to strengthen relationships with parents</p>	<p>Mount Waverley PS performs above expectations on every measure of student learning and school climate. It consistently exceeds state means and benchmarks.</p> <p>The challenge now is to lift the school to the next level of performance, aiming for higher order expectations and outcomes. We want our students to be confident and resilient leaders in their community and self-regulating and independent in their learning and behavior. Ultimately we seek to ensure the maximum learning growth of every individual.</p> <p>MWPS completed a thorough School Strategic Review throughout 2015-2016. This review has set the direction for continued improvement in teaching and learning practices, student learning outcomes and creating further opportunities for authentic student voice.</p> <p>The focus for MWPS over the next strategic plan cycle is to develop a whole school instructional model to extend, motivate and challenge our students.</p> <p>The strategic plan also noted the need to provide greater opportunities for authentic student voice and to strengthen our relationship with parents/ the community.</p> <p><b>FISO Key Improvement Strategies</b></p> <p>Excellence in teaching &amp; learning          Professional leadership Positive climate for learning          Community engagement in learning</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><b>Goal 1:</b></p> <p>To maximize student performance across all areas that specifically lead to higher levels of growth in literacy and numeracy</p> <p><b>Theory Of Action</b></p> <p>If the school builds the content knowledge and instructional practice of every teacher and staff member through professional learning, regular feedback loops and the building of research-based professional learning communities, then Student-learning growth will improve.</p>	<p><b>Excellence in teaching &amp; learning</b></p> <p>Building Practice excellence</p> <p>Curriculum planning and assessment</p> 	<p><b>KeyImprovement Strategy1.1:</b></p> <p><b>Build the instructional practice of every teacher by adopting a whole school framework for instructional practice.</b></p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>· Develop a whole school agreement about quality teaching.</li> <li>· Establish consistent curriculum planning practices, protocols and provision.</li> <li>· Document, implement and share the whole school instructional Model which includes the use of Learning Intentions, Success Criteria and the gradual release of responsibility from teacher to student.</li> <li>· Support the implementation of the instructional model.</li> </ul>	<p>Instructional Model developed and utilized by all staff, evidenced by team minutes and peer observation program</p> <p>Teacher judgment to be more closely aligned with NAPLAN Student growth for students meeting or above national mean standard to be 1.1 or above (i.e. grow 11 weeks in 10)</p> <p>Student growth for students operating below expected level to be targeted via ILP as evidenced in student plans</p> <p>Achieve Parent Opinion variable growth:</p> <table border="1" data-bbox="2148 659 2861 793"> <thead> <tr> <th>School Climate</th> <th>School improvement</th> <th>Stimulating learning</th> <th>Learning focus</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>15.4 centile</td> <td>17.3 centile</td> <td>34.2 centile</td> </tr> <tr> <td>2020</td> <td>50.0 centile</td> <td>50.0 centile</td> <td>50 centile</td> </tr> </tbody> </table>	School Climate	School improvement	Stimulating learning	Learning focus	2016	15.4 centile	17.3 centile	34.2 centile	2020	50.0 centile	50.0 centile	50 centile																																
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	<p><b>Professional Leadership</b></p> <p>Building leadership teams</p> 	<p><b>KeyImprovement Strategy1.2:</b></p> <p><b>Build teacher capacity to utilize data and a range of assessment strategies to teach at all students' point of learning need</b></p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>· Develop a collective ownership of learning data</li> <li>· Develop and implement a Numeracy assessment schedule</li> <li>· Implement whole school use of SPA data collection and analysis</li> <li>· Build classroom teacher understanding of EAL and develop capacity to adopt a whole School approach to appropriate EAL pedagogy/ strategies</li> <li>· Implement student led conferences.</li> <li>· Focus on introduction of a whole school Writing program</li> <li>· Focus on supporting the achievement of girls, particularly in years 3-6</li> <li>· Focus on supporting the achievement of girls in reading</li> <li>· Implement creative use of Information Communication Technology to support active learning and connections with the wider community</li> </ul>	<p>Achieve targets set for Years 3-5 NAPLAN growth below:</p> <table border="1" data-bbox="2101 1115 2890 1934"> <thead> <tr> <th>Years 3-5 NAPLAN growth</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>G&amp;P2016</td> <td>16.8</td> <td>51.6</td> <td>31.6</td> </tr> <tr> <td>G&amp;P2020 target</td> <td>10 or below</td> <td>50</td> <td>40orabove</td> </tr> <tr> <td>Numeracy2016</td> <td>16.8</td> <td>46.3</td> <td>36.8</td> </tr> <tr> <td>Numeracy 2020 target</td> <td>10 or below</td> <td>50 or below</td> <td>40 or above</td> </tr> <tr> <td>Reading2016</td> <td>23.2</td> <td>50.5</td> <td>36.3</td> </tr> <tr> <td>Reading 2020 target</td> <td>15orbelow</td> <td>45orbelow</td> <td>40orabove</td> </tr> <tr> <td>Spelling2016</td> <td>12.6</td> <td>48.4</td> <td>38.9</td> </tr> <tr> <td>Spelling 2020 target</td> <td>10orbelow</td> <td>45orbelow</td> <td>45orabove</td> </tr> <tr> <td>Writing2016</td> <td>9.8</td> <td>55.3</td> <td>35.1</td> </tr> <tr> <td>Writing 2020</td> <td>9.5orbelow</td> <td>50.5orbelow</td> <td>40 or above</td> </tr> </tbody> </table>	Years 3-5 NAPLAN growth	Low	Medium	High	G&P2016	16.8	51.6	31.6	G&P2020 target	10 or below	50	40orabove	Numeracy2016	16.8	46.3	36.8	Numeracy 2020 target	10 or below	50 or below	40 or above	Reading2016	23.2	50.5	36.3	Reading 2020 target	15orbelow	45orbelow	40orabove	Spelling2016	12.6	48.4	38.9	Spelling 2020 target	10orbelow	45orbelow	45orabove	Writing2016	9.8	55.3	35.1	Writing 2020	9.5orbelow	50.5orbelow	40 or above
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		<p><b>KeyImprovement Strategy1.3:</b></p> <p><b>Build a leadership structure which enhances leadership capacity across the school to lead and implement change.</b></p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>· Establish and implement High Expectations</li> <li>· Develop and implement a structured induction program for all staff</li> <li>· Document and consistently review staff roles and responsibilities</li> <li>· Create opportunities for staff development</li> <li>· Refine goals in individual staff PDPs to embed leadership goals</li> <li>· Develop and systematically implement the new Strategic Plan and Annual Implementation Plans</li> <li>· Ensure a clear, explicit link between improvement strategies and staff Professional Development Plans</li> </ul>	<p>Increase in staff taking on positions of leadership both in and beyond the school</p> <p>Increased capacity of staff to lead and promote change</p> <p>Increase staff survey results to at or above the <b>middle 60 %</b> of Victorian government primary schools</p> <p>Improve in the following Staff Opinion variables:</p> <table border="1" data-bbox="2131 604 2852 737"> <thead> <tr> <th><i>School Climate</i></th> <th>Instructional leadership</th> <th>Collective responsibility</th> <th>Teacher collaboration</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>65.33</td> <td>75.82</td> <td>66.11</td> </tr> <tr> <td>2020</td> <td>&gt;78</td> <td>&gt; 86</td> <td>&gt; 76</td> </tr> </tbody> </table> <p>*Targets based on 2016 State benchmarks</p>	<i>School Climate</i>	Instructional leadership	Collective responsibility	Teacher collaboration	2016	65.33	75.82	66.11	2020	>78	> 86	> 76						
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<p><b>GOAL 2:</b> To maximize student learning through supporting student voice, engagement, collaboration and motivation</p> <p><b>Theory of action:</b></p> <p>When teachers have high expectations and design authentic, relevant and challenging tasks and students have ownership of their learning</p>	<p><b>Positive Climate for Learning</b></p> <p>Empowering students and building school pride</p> <p>Setting expectations and promoting inclusion</p> 	<p><b>KeyImprovement Strategy 2.1</b></p> <p><b>Develop and embed student voice across the school and inside the classroom</b></p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>· Create and support the development of school-wide understanding of student voice</li> <li>· Develop meaningful student voice opportunities and implement</li> </ul>	<p>Evidence of the implementation of student voice visible in classrooms and linked to teacher PDP's</p> <p>Parent opinion data:</p> <table border="1" data-bbox="2131 1325 2614 1465"> <thead> <tr> <th><i>School Climate</i></th> <th>Improve social skills</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>17.5</td> </tr> <tr> <td>2020</td> <td>50 centile</td> </tr> </tbody> </table> <p>Student attitude to schools data to improve to at or above state mean in the following 2016 variables:</p> <table border="1" data-bbox="2131 1591 2873 1732"> <thead> <tr> <th><i>School Climate</i></th> <th>Classroom behaviour</th> <th>Connectedness to peers</th> <th>Student safety</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>3.24</td> <td>4.09</td> <td>4.25</td> </tr> <tr> <td>2020</td> <td>4.4</td> <td>4.6</td> <td>4.8</td> </tr> </tbody> </table>	<i>School Climate</i>	Improve social skills	2016	17.5	2020	50 centile	<i>School Climate</i>	Classroom behaviour	Connectedness to peers	Student safety	2016	3.24	4.09	4.25	2020	4.4	4.6	4.8
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		<p><b>KeyImprovement Strategy 2.2</b></p> <p><b>Build the capacity of students to be resilient, creative, confident, socially responsible and respectful in their relationships.</b></p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Continue to embed school wellbeing programs</li> <li>Implement the “M-Power girls” program and “Revved up” boys program to support students’ self-efficacy, resilience and ultimately improve student learning outcomes</li> </ul>	<p>Completed Investigation into culture of absences/ late arrivals documented and presented to council</p> <p>Improve absence targets to below State mean for each year level</p> <table border="1" data-bbox="2169 657 2674 1257"> <thead> <tr> <th>Absences</th> <th>2015</th> <th>Target2020</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>19.06</td> <td>&lt;15</td> </tr> <tr> <td>Year1</td> <td>14.89</td> <td>&lt;14</td> </tr> <tr> <td>Year 2</td> <td>14.95</td> <td>&lt;14</td> </tr> <tr> <td>Year3</td> <td>11.93</td> <td>&lt;12</td> </tr> <tr> <td>Year4</td> <td>13.21</td> <td>&lt;13</td> </tr> <tr> <td>Year5</td> <td>13.87</td> <td>&lt;13</td> </tr> <tr> <td>Year6</td> <td>15.16</td> <td>&lt;14</td> </tr> <tr> <td>P-6</td> <td>14.75</td> <td>&lt;14</td> </tr> <tr> <th>Absences</th> <th>2015</th> <th>Target2020</th> </tr> </tbody> </table>	Absences	2015	Target2020	Prep	19.06	<15	Year1	14.89	<14	Year 2	14.95	<14	Year3	11.93	<12	Year4	13.21	<13	Year5	13.87	<13	Year6	15.16	<14	P-6	14.75	<14	Absences	2015	Target2020
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<p><b>GOAL 3:</b> To strengthen parent and community engagement</p> <p><b>Theory of action:</b></p> <p>When communities work together they bring a unique skill set to a school, they also help to ensure authentic and respectful relationships.</p>	<p><b>Community Engagement in Learning</b></p> <p>Setting expectations and promoting inclusion</p> <p>Building communities</p>	<p><b>Key Improvement Strategy 3.1</b></p> <p><b>To celebrate and build upon the intercultural capability and skills of the community within MWPS</b></p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Develop the community understanding of the Mount Waverley Primary School context</li> <li>Commit to providing greater opportunities for families to be involved in school life</li> <li>Communicate with families in a more open and transparent manner</li> </ul>	<p>Increased opportunities for parent-home communication as evidenced by website hits; parent newsletter responses; responses to surveys.</p> <p>Increase the opportunities for community involvement and events communication as evidenced by documented number of events and Attendees.</p> <p>Improve Parent Opinion data variables as follows:</p> <table border="1" data-bbox="2131 1587 2873 1761"> <thead> <tr> <th><i>School Climate</i></th> <th>Approachability</th> <th>Parent Input</th> <th>Reporting and transitions</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>23.5</td> <td>22.9</td> <td>31.3</td> </tr> <tr> <td>2020</td> <td>&gt;50 centile</td> <td>&gt;50 centile</td> <td>&gt;50 centile</td> </tr> </tbody> </table>	<i>School Climate</i>	Approachability	Parent Input	Reporting and transitions	2016	23.5	22.9	31.3	2020	>50 centile	>50 centile	>50 centile																		
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Framework for Improving Student Outcomes



