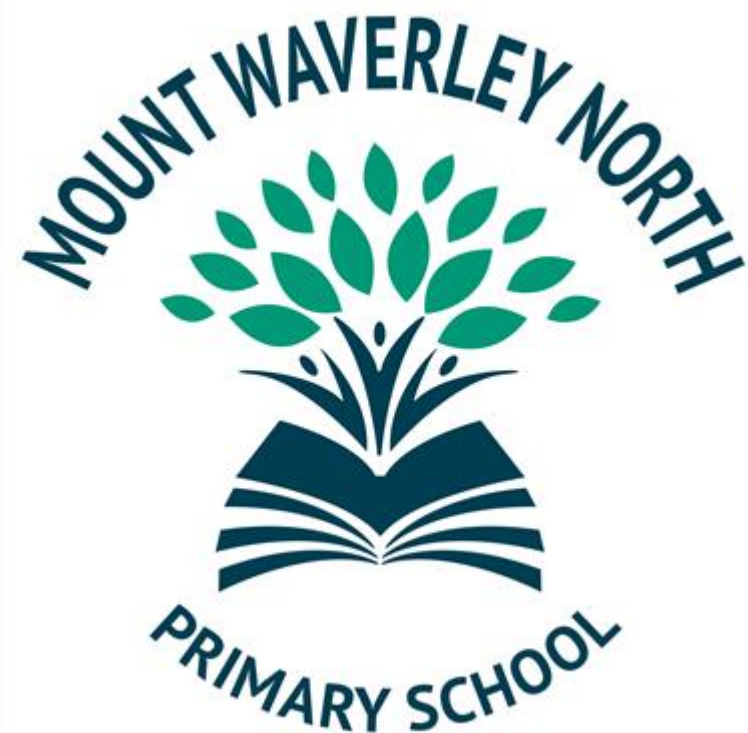


# School Strategic Plan 2020-2024

Mount Waverley North Primary School (5430)



Submitted for review by Natalie Grieve (School Principal) on 15 July, 2021 at 11:57 AM

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Endorsed by Jacki Barry (School Council President) on 15 July, 2021 at 06:10 PM

# School Strategic Plan - 2020-2024

Mount Waverley North Primary School (5430)

<b>School vision</b>	<p>At Mount Waverley North Primary School we:</p> <ul style="list-style-type: none"><li>-Have high expectations and challenge ourselves to reach for aspirational goals.</li><li>-Are an inclusive learning environment. Our students, families, staff and the wider community commit to positive relationships to achieve social-emotional wellbeing and academic success.</li><li>-Cater for the needs of our students by providing engaging curriculum and innovative practices.</li><li>-Nurture curiosity and inquiring minds by providing rich learning experiences.</li><li>-Are courageous, resourceful learners who are self-aware and empathetic.</li></ul>
<b>School values</b>	<p>At Mount Waverley North Primary School we promote a learning environment that engages all students, families and staff in working together as a learning community.</p> <p>Our core School values are:</p> <ul style="list-style-type: none"><li>-Respect - We respect ourselves, each other and the environment. We interact with others in a positive, courteous and kind manner. We celebrate our differences and diversity.</li><li>-Integrity - We take responsibility for our actions and we are reliable, trustworthy and honest. We are fair and always give our best.</li><li>-Excellence - We have high expectations of ourselves and those around us. We maintain a growth mindset and strive to achieve our goals. We seek continuous improvement.</li><li>-Global Citizenship - We have an appreciation for and are curious about the world, its cultures and the diversity of its peoples. We are prepared to take action to better our world, both locally and beyond.</li></ul>
<b>Context challenges</b>	<p>Mount Waverley North Primary School is the centre of a vibrant, active and supportive school community with strong parental involvement. We are located in the City of Monash in the South-Eastern suburbs of Melbourne and are a school of choice within the local and wider community. The school has a current enrolment of 353 students, with school enrolments having increased by 25% over the past two years. The broad profile of 26.20 equivalent full time (EFT) staff include: 2 Principal Class, 1 Leading Teacher, 3 Learning Specialists, 1 High-Ability Practice Leader, a highly skilled and dedicated Teaching Team, a multilingual English as an Additional Language Teaching Team, Education Support Staff including Multicultural Education Aides, Office Administration staff and Grounds staff.</p> <p>Our school has a commitment to continuous improvement and academic excellence, with our most recent academic results displaying outstanding levels of high growth that exceeds National and State benchmarks in all areas. We take pride in preparing our students to thrive in the world of today and tomorrow as effective global citizens. We offer a challenging, meaningful and authentic</p>

curriculum in an environment of care, collaboration, enterprise and mutual respect. Developing social competence is a priority, with a whole school approach to student learning and wellbeing. The use of High Impact Teaching Strategies across all levels of the school allow us to deliver excellence in teaching and learning. Mount Waverley North Primary School promotes the value of living sustainably through coordinated programs and practices that educate the school community about environmental awareness and responsibilities. Our school motto is 'Aspire, Believe, Achieve', and our prime focus is to enable our students to achieve success, particularly in Literacy and Numeracy, develop a strong feeling of confidence and self-worth and develop skills that enable them to contribute positively to society. Our Multisensory Structured Language approach to learning is delivered across all areas of the school by our accredited MSL Teachers. This approach ensures links are consistently made between the visual (language we see), auditory (language we hear/perceive), and kinesthetic-tactile (language symbols we feel) pathways when learning.

This strong academic focus on Literacy and Numeracy, is supported by a range of engaging and enriching school specialists classes which include Music and Performing Arts, Visual Arts, Physical Education and Sport, Language other than English (German) and STEM (including Science, Technology, Engineering and Mathematics). Opportunities are provided to excel through programs such as the Science Talent Search, Maths Olympiad, Chess Clubs, Tournament of Minds, State School Spectacular, Write-A-Book-In-A-Day, Whole School Performances, as well as Public Speaking and Debating. Extra-curricular activities are offered both within and beyond the classroom, including Coding, Robotics, Chess, Choir, Drama, Cooking, Sustainability, Environmental Science, Little Engineers, Photography and numerous Sporting activities and opportunities.

Our learning spaces boast an abundance of spacious, contemporary and flexible learning spaces. Our school grounds provide students with fun, safe and varied play spaces. We have a strong commitment to embedding Digital Technologies throughout our curricular areas and have invested in state of the art learning devices including Google Suite collaboration tools and technology, to enhance and engage our students. A successful Outside School Hours Care program and facility is popular with families and complements our school provided Breakfast Club.

Our School values of Respect, Integrity, Excellence and Global Citizenship are central to the culture of our school and provide a strong framework for our Students, Staff and School Community to flourish. Mount Waverley North promotes academic excellence and creativity, recognising the importance of educating the 'whole child'. The school proudly embraces a broad diversity of cultures that enhance the learning experiences for all. Our parent community is a highly supportive and valued resource, providing expertise through School Council and its committees, supporting a range of programs throughout the school, developing community links and leading fundraising activities.

The School Review identified key challenges for the school as follows:

-High relative growth results and the percentage of students in the top two bands in NAPLAN in Year 3 and 5 did not correlate with teacher judgements against the Victorian Curriculum with teachers being overly conservative. The challenge for the school is to ensure teachers' data literacy is developed and enhanced to provide a more accurate judgement of student achievement.

	<p>-To improve the student performance in the top two bands of NAPLAN Reading, Writing and Numeracy with a focus on extending students already achieving at or above the expected level.</p>
<b>Intent, rationale and focus</b>	<p>Goal 1: Optimise learning growth for all students.</p> <p>Rationale: The Panel identified that the students at this school had made high relative growth in NAPLAN over the past few years. However, this was not reflected in Victorian Curriculum teacher assessed judgements. The Panel formed the view that there was scope to extend more students to achieve above expected level through using a cycle of inquiry to drive improved teaching practices.</p> <p>Priorities:</p> <ul style="list-style-type: none"> <li>1a. Build data efficacy of all teachers.</li> <li>1b. Use an inquiry improvement cycle to inform teacher practice</li> <li>1c. Moderation of assessment to inform consistent teacher judgements.</li> </ul> <p>Goal 2: Empower all students as learners.</p> <p>Rationale: The Panel noted that the school was using a range of high impact teaching strategies that enabled student agency. It was acknowledged that when students were empowered as learners and leaders by actively contributing to their own education and their school community, their engagement in learning would be enhanced. By increasing students' capability to use metacognitive thinking and self-regulation strategies, they would become more empowered in their learning.</p> <p>Priorities:</p> <ul style="list-style-type: none"> <li>2a. Develop a shared understanding of metacognition and self-regulation.</li> <li>2b. Build teacher practice to implement metacognitive and self-regulation strategies.</li> <li>2c. Embed the use of metacognitive and self-regulation strategies across the curriculum.</li> </ul> <p>Goal 3: Strengthen student wellbeing and community engagement.</p> <p>Rationale: The Panel noted that the multicultural diversity and inclusion of all students was a strength of the school. By further developing the school's wellbeing framework, and by strengthening the engagement of parents and carers in the school's learning programs, student wellbeing would be enhanced.</p> <p>Priorities:</p> <ul style="list-style-type: none"> <li>3a. Enhance the school's wellbeing framework.</li> <li>3b. Review and develop communication with parents and carers about their child's learning growth.</li> <li>3c. Improve strategies to engage parents and carers as partners.</li> </ul>



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<b>Goal 1</b>	Optimise learning growth for all students.
<b>Target 1.1</b>	<p>To increase the percentage of students achieving in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"><li>• Year 3 Reading from 56 per cent in 2019 to 75 per cent in 2024</li><li>• Year 5 Reading from 38 per cent in 2019 to 75 per cent in 2024</li><li>• Year 3 Writing from 49 per cent in 2019 to 75 per cent in 2024</li><li>• Year 5 Writing from 26 per cent in 2019 to 35 per cent in 2024</li><li>• Year 3 Numeracy from 37 per cent in 2019 to 65 per cent in 2024</li><li>• Year 5 Numeracy from 33 per cent in 2019 to 55 per cent in 2024</li></ul>
<b>Target 1.2</b>	<p>To increase the percentage of students P-6 achieving above the expected level, according to teacher judgements in Semester 2 for:</p> <ul style="list-style-type: none"><li>• Reading &amp; Viewing from 26 per cent in 2019 to 31 per cent in 2024</li><li>• Writing from 19 per cent in 2019 to 24 per cent to 2024</li><li>• Number &amp; Algebra from 32 per cent in 2019 to 37 per cent to 2024</li></ul>
<b>Target 1.3</b>	<p>To increase the percentage of students at each year level, making at or above expected growth over one year, according to Semester Two teacher judgements for:</p> <ul style="list-style-type: none"><li>• Reading and Viewing from an average of 65 per cent in Semester Two, 2019 to 90 per cent by 2024</li></ul>

	<ul style="list-style-type: none"> <li>• Writing from an average 77 per cent in Semester Two, 2019 to 90 per cent by 2024</li> <li>• Number and Algebra from an average of 79 per cent in Semester Two, 2019 to 90 per cent by 2024.</li> </ul> <p>Note: The percentage was determined by averaging the Semester Two, 2018 to Semester Two, 2019 for Year 1 to 6 students making at or above expected growth.</p>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Build data efficacy of all teachers.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Use an inquiry improvement cycle to inform teacher practice
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Moderation of assessment to inform consistent teacher judgements.
<b>Goal 2</b>	Empower all students as learners.
<b>Target 2.1</b>	<p>To increase the percentage of positive endorsement in the students' Attitudes To School Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 88 per cent in 2019 to 93 per cent in 2024</li> <li>• Learning confidence from 90 percent in 2019 to 93 per cent in 2024</li> <li>• Respect for diversity from 90 per cent in 2019 to 93 per cent in 2024</li> </ul>
<b>Target 2.2</b>	To increase the percentage of positive endorsement in the Parent Opinion Survey for the factor of Student Agency and Voice from 87 per cent in 2019 to match or exceed 90 per cent by 2024.

<b>Target 2.3</b>	<p>To increase the percentage of positive endorsement in the School Staff Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Professional learning through peer observation from 75 per cent to match or exceed 80 per cent by 2024</li> <li>• Trust in students and parents from 87 per cent in 2019 to match or exceed 90 per cent by 2024</li> <li>• Academic emphasis from 80 per cent to match or exceed 85 per cent by 2024</li> </ul>
<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	Develop a shared understanding of metacognition and self-regulation.
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Build teacher practice to implement metacognitive and self-regulation strategies.
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Embed the use of metacognitive and self-regulation strategies across the curriculum.
<b>Goal 3</b>	Strengthen student wellbeing and community engagement.
<b>Target 3.1</b>	<p>By 2024, maintain or exceed the percentage of positive endorsement in the students' Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Teacher concern, which was 90 per cent in 2019</li> <li>• Sense of confidence, which was 92 per cent in 2019</li> <li>• Resilience, which was 92 per cent in 2019.</li> </ul>

<b>Target 3.2</b>	By 2024, maintain or exceed the percentage of positive endorsement in the Parent Opinion Survey for the factor of Teacher communication, which was 87 per cent in 2019.
<b>Target 3.3</b>	By 2024, maintain or exceed the percentage of positive endorsement in the School Staff Survey for the factor of Parent and Community Involvement, which was 90 per cent in 2019.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Enhance the school's wellbeing framework.
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	Review and develop communication with parents and carers about their child's learning growth.
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	Improve strategies to engage parents and carers as partners.