

**Mount Waverley North Primary School – 5430
Strategic Plan 2017-2020**

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Robyn James 30 th March, 2017[name] [date][name] [date]
School council: William Fitzpatrick 30 th March, 2017[name] [date][name] [date]
Delegate of the Secretary: Allen McAulliffe 30 th March, 2017[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Mount Waverley North Primary School we:</p> <ul style="list-style-type: none"> • Have high expectations and challenge ourselves to reach for aspirational goals. • 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. • Cater for the needs of our students by providing engaging curriculum and innovative practices. • Nurture curiosity and inquiring minds by providing rich learning experiences. • Are courageous, resourceful learners who are self-aware and empathetic. 	<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. The values included within the Tribes Process are important in achieving this:</p> <p>Mutual Respect- Having regard for yourself, others and their property</p> <p>Attentive Listening- Listening to ideas, opinions and feelings of others and responding appropriately</p> <p>Appreciations/No Put Downs- Positive regard and recognition of others</p> <p>Participation/The Right to Pass- Safe and supportive environment where everyone has the opportunity to contribute</p> <p>Personal Best- Always striving to achieve your full potential</p>	<p>Mount Waverley North Primary School (MWNPS), established in 1997 from a merger of two schools, provides education predominantly to the local Syndal and Mount Waverley communities. It is located in a residential area with Mount Waverley Secondary College close by.</p> <p>Its grounds include an irrigated oval, two basketball/netball courts, three adventure playgrounds, dry creek bed, a frog bog, vegetable patch and extensive outdoor decking.</p> <p>School buildings have been refurbished to create contemporary flexible learning spaces. The school’s pedagogy was restructured to provide contemporary learning experiences and to increase student engagement and student learning outcomes. Facilities are structured around four learning centres; a visual arts room, general purpose room, music room, German room and school hall. The general-purpose and visual arts rooms are also used for an out of school hours care (OSHC) program each morning, afternoon and vacation period.</p> <p>The school has a high socio-economic profile and a high proportion of students from backgrounds other than English.</p> <p>The school’s curriculum framework incorporates the eight learning areas¹ required by the <i>Education and Training Reform Act 2006</i> and is aligned with the new Victorian Curriculum. In addition, a broad range of opportunities is provided to students. These include specialist programs in German, Physical Education and The Arts (Visual Arts and Performing Arts and Multi-Media).</p> <p>Student wellbeing is supported through Tribes, Play is the Way, Chaplaincy, Buddies, Social Skills Programs, Kids Hope and Whole School Circles.</p> <p>A range of extra-curricular activities complement the program including Life Education, school concert, a comprehensive incursion/excursion/camp program, a comprehensive Transition program, lunchtime and after school clubs, Family Life, Junior School Council and student leadership.</p> <p>Challenges: The Challenge is to optimise every student’s learning outcomes (or growth) with a specific focus on Literacy and Numeracy (goal1)</p> <ul style="list-style-type: none"> • Fully develop, implement and embed the school’s agreed Instructional Model to improve the teaching and learning to positively impact on student learning outcomes; • Strengthen the use of data in order to accurately target individual student needs ; • Increase student voice and engagement to bring about greater student agency in the school; • Strengthen the relationship between the school and the broader community. 	<p>Intent</p> <p>The school context includes evidence that the school has added value to students learning as they move through the middle and upper year levels.</p> <p>Within this context the school’s intent is to achieve even higher standards of learning for all students. The school will continue to accelerate performance for all students, including raising the bar for those already performing at or above high standards. It also intends to further enhance student engagement and wellbeing outcomes.</p> <p>An initial emphasis for the strategic plan will be on improving Early Years’ outcomes, extending more students to achieve high standards in Writing, and on creative problem solving strategies in Mathematics. STEM (Science, Technology, Engineering, and Mathematics) and Inquiry models will be further enhanced.</p> <p>The school intends to continue its recent approach to improving outcomes for all students through development, implementation and embedding of a differentiated Instructional Model (MWNPS Instructional Model).</p> <p>Rationale</p> <ul style="list-style-type: none"> • IF a MWNPS evidence-based differentiated teaching and learning model is embedded in every classroom, then consistently high quality teaching focused at each student’s point of need will occur and every student will demonstrate at least targeted learning progress. • If students are cognitively, emotionally and behaviourally engaged with schooling then their outcomes will improve. • Children and young people with higher resiliency are more likely to thrive in learning and achieve greater educational outcomes. <p>FISO Key Improvement Strategies</p> <p>Excellence in Teaching and Learning Community engagement in Learning Positive Climate for Learning</p>

¹ English, mathematics, sciences, humanities and social sciences, the arts, languages, health and physical education, information and communication technology, and design and technology.

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>Goal 1</p> <p>To optimise every student's learning outcomes (or growth) with a specific focus on Literacy and Numeracy.</p>	<p>FISO link</p> <p>These goals, targets and strategies would fit with FISO Excellence in Teaching and Learning Priority and related initiatives and dimensions (Building practice excellence, Curriculum planning & assessment, evaluating effect on learning).</p>	<p>1.1 Complete development and implementation of the school's overarching instructional model.</p> <ul style="list-style-type: none"> Continue to fine tune the Mount Waverley North Primary School Instructional Model as part of the Network FISO team Articulate the role of teachers and students in goal setting and feedback through learning intentions and success criteria. Use the Mount Waverley North Primary School Instructional Model as a framework for consistent practice in English and Mathematics. 	<p>Targets to optimise and further extend students:</p> <table border="1" data-bbox="2199 289 2748 669"> <thead> <tr> <th colspan="4">NAPLAN – Top two bands</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 3 2016</td> <td>47.1%</td> <td>41.2%</td> <td>38.2%</td> </tr> <tr> <td>Year 3 Target</td> <td>60%</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>Year 5 2016</td> <td>48%</td> <td>22.9%</td> <td>41.7%</td> </tr> <tr> <td>Year 5 Target</td> <td>60%</td> <td>55%</td> <td>60%</td> </tr> </tbody> </table>	NAPLAN – Top two bands					Reading	Writing	Numeracy	Year 3 2016	47.1%	41.2%	38.2%	Year 3 Target	60%	60%	60%	Year 5 2016	48%	22.9%	41.7%	Year 5 Target	60%	55%	60%								
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		<p>1.2 Continue to evaluate and embed agreed English and Mathematics models of practice incorporating the elements of the MWNPS Instructional Model.</p> <p>Curriculum planning</p> <ul style="list-style-type: none"> Review planning documents, assessment strategies and processes to ensure alignment with the Victorian Curriculum. Integrate the development and use of learning intentions and success criteria, and the role students perform in understanding and providing feedback about them Develop staff knowledge of the Victorian Curriculum Language strands Facilitate and enhance teacher collaboration and accountability regarding planners for alignment to curriculum and achievement standards Students provide input through 'pre-tests' prior to a unit being developed, including formal testing, analysis of student work, conferencing and Contributing Questions for inquiry units. <p>Assessment</p> <ul style="list-style-type: none"> Review Assessment Tools used, to gauge that they are fit for purpose – that they provide accurate individual student diagnostic and growth data and that they provide individual student and cohort growth data. Use assessment data in all areas of English and Mathematics to: <ul style="list-style-type: none"> identify starting points of students; form student differentiated need groups; monitor student progress. Ensure assessment data collected enables a focus on measuring the effect of teaching practice. Ensure students are engaged in conferencing and goal setting as part of the assessment process. <p>Instruction</p> <ul style="list-style-type: none"> Ongoing development and implementation of a consistent whole school evidence-based Writing pedagogy that is informed by the assessment data. Within an inquiry approach, students are provided with open-ended learning engagements that provide scope for student choice and direction. Tasks provide support and/or challenge as required. 	<p>Growth targets</p> <ul style="list-style-type: none"> Each deemed capable student to make equal to or greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. <p>The NAPLAN Year 3 to 5 Relative Gain measures to show:</p> <table border="1" data-bbox="2220 942 2730 1341"> <thead> <tr> <th colspan="4">NAPLAN – High Relative Gain</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>32.4%</td> <td>35.1%</td> <td>35.1%</td> </tr> <tr> <td>Target</td> <td>35%</td> <td>35%</td> <td>35%</td> </tr> <tr> <th colspan="4">NAPLAN – Low Relative Gain</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> <tr> <td>2016</td> <td>16.2%</td> <td>27%</td> <td>10.8%</td> </tr> <tr> <td>Target</td> <td>15%</td> <td>15%</td> <td>10%</td> </tr> </tbody> </table>	NAPLAN – High Relative Gain					Reading	Writing	Numeracy	2016	32.4%	35.1%	35.1%	Target	35%	35%	35%	NAPLAN – Low Relative Gain					Reading	Writing	Numeracy	2016	16.2%	27%	10.8%	Target	15%	15%	10%
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		<p>1.3 Strengthen the use of assessment data across the school, continuing to develop process of data collection and analysis in order to accurately meet the individual needs of all students.</p> <p>Leadership Team (LT)</p> <ul style="list-style-type: none"> • Develop a schedule for the LT to present and lead discussion of data as it becomes available during the school year • Determine appropriate data sets to provide information, which informs the curriculum scope, and sequence documentation and improved teaching and learning strategies of the MWNPS Instructional Model. • Develop whole school processes for sharing data, including the use of software applications • Investigate Tools to Enhance Assessment Literacy, for Writing and English as Additional Language (EAL) learners into the instructional model using: <ul style="list-style-type: none"> ○ TEAL website (http://teal.global2.vic.edu.au) ○ Regional initiatives and support personnel ○ Professional Learning Team • Use regional EIL data managers for support <p>Professional Learning teams (PLTs)</p> <p><i>PLTs: Professional Learning Team refers to both Learning Level teams and School Strategic Plan teams.</i></p> <ul style="list-style-type: none"> • Develop and continue to enhance professional learning and capacity building for PLT leaders in data literacy • Investigate processes and routines for PLTs to harness the role of assessment data. For example, <ul style="list-style-type: none"> ○ time to meet using collaborative processes ○ use an inquiry cycle to share and interrogate student assessment data, plan and implement appropriate teaching interventions based on the data, and measure the effectiveness of those interventions ○ adopt collective responsibility for student learning beyond class groups ○ PLTs to access assessment data at beginning of the year and establish level learning goals and explore increased accountability 	

		<p>for these (e.g., through PDPs)</p> <ul style="list-style-type: none"> Review progress against FISO evaluating impact on learning dimension. 																						
		<p>1.4 Build teacher capacity to implement the MWNPS instructional model and models of practice</p> <ul style="list-style-type: none"> Continue the development of the Collegiate Support Program, using the Leading Teacher in more of a coaching role. Observations and PDPs will be used to develop goals and provide feedback. 	<p>To improve the student Attitudes to School Survey</p> <table border="1"> <thead> <tr> <th>ATSS</th> <th>2016</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>3.84</td> <td>4.20</td> </tr> <tr> <td>Student Motivation</td> <td>4.24</td> <td>4.55</td> </tr> </tbody> </table>	ATSS	2016	Target	Learning Confidence	3.84	4.20	Student Motivation	4.24	4.55												
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<p>Goal 2 To develop inquiring, creative and critical thinking students who challenge themselves to advance their learning.</p>	<p>FISO link These strategies fit with FISO Positive climate for learning Priority and the empowering students initiative.</p> 	<p>2.1 Refine and implement the challenge based inquiry units of learning.</p> <ul style="list-style-type: none"> Align inquiry model and planners with Victorian Curriculum Investigate various challenge and inquiry models to refine the school's existing approach. Embed Critical and Creative thinking in curriculum planning and through the development of explicit teaching in critical and creative capability 	<p>To improve the student Attitudes to School Survey Teaching and Learning:</p> <table border="1"> <thead> <tr> <th>ATSS - Teaching and Learning</th> <th>2016</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>3.84</td> <td>4.30</td> </tr> <tr> <td>Student Connectedness</td> <td>3.89</td> <td>4.30</td> </tr> <tr> <td>Stimulating Learning</td> <td>3.41</td> <td>4.30</td> </tr> <tr> <td>Student Motivation</td> <td>4.24</td> <td>4.30</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>3.80</td> <td>4.30</td> </tr> <tr> <td>Teacher Empathy</td> <td>3.77</td> <td>4.30</td> </tr> </tbody> </table>	ATSS - Teaching and Learning	2016	Target	Learning Confidence	3.84	4.30	Student Connectedness	3.89	4.30	Stimulating Learning	3.41	4.30	Student Motivation	4.24	4.30	Teacher Effectiveness	3.80	4.30	Teacher Empathy	3.77	4.30
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	<p>FISO link The strategy could fit with FISO Community engagement in learning Priority.</p> 	<p>2.2 Investigate, and develop STEM education and its incorporation into the curriculum</p> <ul style="list-style-type: none"> Develop the capabilities of staff to enhance learning in Science, Technology, Engineering and Mathematics. Develop the skills of staff to accurately assess the students' capabilities in Science and Critical and Creative Thinking 	<table border="1"> <thead> <tr> <th>2015 AusVELS Year 3 to 6 Achievement Levels</th> <th>A and B</th> <th>Target</th> <th>C</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Science Understanding</td> <td>23%</td> <td>45%</td> <td>75%</td> <td>55%</td> </tr> <tr> <td>Science Inquiry Skills</td> <td>26%</td> <td>45%</td> <td>73%</td> <td>55%</td> </tr> <tr> <td>Creative and Critical Thinking</td> <td></td> <td>45%</td> <td></td> <td>55%</td> </tr> </tbody> </table> <p>Target to be re-endorsed once assessment tools are available</p>	2015 AusVELS Year 3 to 6 Achievement Levels	A and B	Target	C	Target	Science Understanding	23%	45%	75%	55%	Science Inquiry Skills	26%	45%	73%	55%	Creative and Critical Thinking		45%		55%	
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		<p>2.3 Investigate and develop strategic partnerships with community organisations and businesses to improve student opportunities and outcomes and raise the school profile</p> <ul style="list-style-type: none"> Develop the MWNPS Instructional Model to reflect increased student eLearning opportunities. Strengthen links with community partners to: <ul style="list-style-type: none"> Further develop Positive Education and Student Agency/Voice (Mount Waverley Secondary College MWSC) Build teacher capacity in data analysis (MWSC & FISO Group) Formalise our journey into an increased International Student program (via International Division) Develop a process for celebration of school successes with the community. Include connection to the broader community within inquiry units. 	<p>The Parent Opinion Survey data to be at or above:</p> <table border="1"> <thead> <tr> <th>POS</th> <th>2016</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>4.73</td> <td>5.75</td> </tr> <tr> <td>Learning Focus</td> <td>4.34</td> <td>5.20</td> </tr> <tr> <td>Extra-Curricular</td> <td>4.28</td> <td>5.0</td> </tr> <tr> <td>Student Motivation</td> <td>4.59</td> <td>5.70</td> </tr> </tbody> </table>	POS	2016	Target	Stimulating Learning	4.73	5.75	Learning Focus	4.34	5.20	Extra-Curricular	4.28	5.0	Student Motivation	4.59	5.70						
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Goal 2a	FISO link	2.4 The Leadership Team (Principal, Assistant Principal and Leading																						

<p>To develop the middle leaders within the school in order for them to support classroom teachers in the implementation of the Victorian Curriculum and the MWNPS Instructional Model.</p> <p>NB: Middle Leaders refers to the Level Leaders and SSP PLT Leaders (English, Maths and Instructional Model)</p>	<p>The strategy could fit with FISO Professional Leadership Priority and related initiatives and dimensions (Building Leadership Teams and Instructional and Shared Leadership).</p> 	<p>Teacher) will support the development of middle leaders.</p> <ul style="list-style-type: none"> • Undertake professional learning and reading • Articulate and document SSP PLT action plans • Formal and informal meetings regarding PLT progress in relation to action plan goals and their implementation • Executive Leadership Team participate as members of PLTs • Allocate a mentor for developing leaders • Have an evidence based professional development focus to the Learning Level Leaders team meetings 	<p>The Staff Opinion Survey School Leadership module data overall score (mean) be at or above 75 (on a 100-point scale).</p>												
<p>Goal 3</p> <p>To develop resilient, problem-solving students with the capacity to be effective contributors to the broader and global communities.</p>	<p>FISO link</p> <p>These strategies fit with FISO Positive climate for learning Priority and the health and wellbeing initiative.</p> 	<p>3.1 Develop an agreed whole school approach to positive education and student resilience.</p> <ul style="list-style-type: none"> • Investigate positive education and growth mindsets programs for implementation • Implement and embed positive education and growth mindsets programs • Review and refine school wide approach to behaviour management, including individual behaviour management plans • Continue Daily Circles in every classroom. • Survey students in years 2 and 4 as part of the transition process each year and plan to address their concerns. • Unpack the ATSS with staff and students and use this data to plan to address student concerns. <p>3.2 Identify relevant measures contained in surveys or other sources and develop SSP targets from baseline data (eg, Education State resilience measures when developed and as appropriate)</p> <ul style="list-style-type: none"> • Investigate tools to measure resilience • Trial tools and collect data on resilience • Set future targets for resilience 	<p>The student Attitudes to School Survey Student Relationships measure mean scores during the strategic plan:</p> <table border="1" data-bbox="2080 800 2694 999"> <thead> <tr> <th>ATSS - Student Relationships</th> <th>2016</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>2.61</td> <td>3.50</td> </tr> <tr> <td>Connectedness to Peers</td> <td>4.01</td> <td>4.40</td> </tr> <tr> <td>Student Safety</td> <td>4.13</td> <td>4.40</td> </tr> </tbody> </table> <p>Collect baseline data once the tool to measure resilience has been selected.</p> <p><i>Targets will be set once baseline data has been collected.</i></p>	ATSS - Student Relationships	2016	Target	Classroom Behaviour	2.61	3.50	Connectedness to Peers	4.01	4.40	Student Safety	4.13	4.40
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