

School Strategic Plan 2022-2026

Glen Waverley Secondary College (8808)



Submitted for review by Joanne Wastle (School Principal) on 13 September, 2022 at 01:54 PM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 13 September, 2022 at 06:08 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

Glen Waverley Secondary College (8808)

School vision	Glen Waverley Secondary College aims to grow respectful, responsible, resilient global citizens who value diversity and lifelong learning.
School values	Glen Waverley Secondary College Values: Respect, Diversity, Commitment, Perseverance, Accomplishment
Context challenges	<p>Glen Waverley Secondary College (Glen Waverley SC) is located in the City of Monash in the eastern suburbs of Melbourne approximately 25 kilometres from the Melbourne Central Business District. Glen Waverley SC opened as Glen Waverley High School in May of 1960. The College is widely regarded as a school of choice, with students performing well above the State average on NAPLAN and in the VCE.</p> <p>Enrolments have remained relatively stable over the previous four years, however started to grow, with numbers in excess of 2000 for the first time by the end of 2022. This led to the College having an Enrolment Management Plan. It is anticipated that enrolment numbers will continue to slowly grow over the life of the current Strategic Plan, putting pressure on facilities and resources. The College caters to families residing within the designated school boundary.</p> <p>Glen Waverley SC has a significant English as an Additional Language (EAL) student cohort, with over 60 cultural groups represented in the college. Accordingly there is a strong focus on the EAL program within the curriculum.</p>
Intent, rationale and focus	<p>Glen Waverley Secondary College has a sustained focus on maximising outcomes for students. This will be realised over the life of the Strategic Plan through continued comprehensive professional learning for teachers on all aspects of the College's Instructional Model, in particular, differentiation. This work will be underpinned by a strong focus on data and assessment literacy for teachers. This will be facilitated through work in Professional Learning Communities. The focus on Literacy and Numeracy continues. Extending the learning growth of students at all levels will be prioritised through differentiation in the classroom and a range of extension and intervention programs. This will be further strengthened through teacher collaboration (PLTs), peer observation and feedback. This is essential as capacity building of teachers ultimately ensures stronger outcomes for students.</p> <p>Student voice and learner agency will underpin the work in the classroom. Students will set learning goals in priority areas and engage actively in their learning – moving from passive to active learners. There will be a whole school approach developed to student engagement, wellbeing and inclusion, emphasising priority cohorts (Aboriginal and Torres Strait Islander & Out of Home Care). Strong student wellbeing and engagement underpins all aspects of student learning, hence the two go hand in hand. The</p>

	<p>importance of a strategic focus on improving student wellbeing outcomes and student ownership of learning is tantamount to improved outcomes for students.</p>
--	---

The Strategic Plan will unfold through the Annual Implementation Plan, of which there will be four over the life of the Strategic Plan.

School Strategic Plan - 2022-2026

Glen Waverley Secondary College (8808)

Goal 1	Maximise the achievement and learning growth of every student, particularly in numeracy and literacy.
Target 1.1	By 2026, increase the percentage of Year 9 students assessed as meeting or above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading from 87% (2021) to 90%• Writing from 87% (2021) to 90%• Numeracy from 78% (2021) to 85%
Target 1.2	By 2026, increase the VCE All Study score mean from 31.73 (2021) to 33
Target 1.3	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none">• Teacher collaboration from 36% (2021) to 44%• Understand how to analyse data from 43% (2021) to 51%• Promote student ownership of learning goals from 54% (2021) to 62%• Professional learning through peer observation from 48% (2021) to 56%• Instructional leadership from 54% (2021) to 62%
Target 1.4	By 2026, increase the percent positive responses score on AToSS in the following factors: <ul style="list-style-type: none">• Differentiated learning challenge—Year 7–9 from 63% (2021) to 70% and Year 10–12 from 60% (2021) to 68%• Stimulated learning—Year 7–9 from 68% (2021) to 76% and Year 10–12 from 62% (2021) to 70%

	<ul style="list-style-type: none"> • Student voice and agency—Year 7–9 from 57% (2021) to 65% and Year 10–12 from 53% (2021) to 61% • Motivation & interest—Year 10–12 from 68% (2021) to 80%
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to use individual student and cohort data and assessment evidence to implement differentiated and stimulated curriculum and pedagogy.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the college instructional model underpinned by a deep knowledge of all its phases and elements.
Key Improvement Strategy 1.c 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 the PLC approach to enhance school improvement through collaborative inquiry; greater use of feedback; and peer coaching and observation.
Key Improvement Strategy 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a learner agency strategy so that our students are empowered to set challenging learning goals based on their data (visible learning), track their progress and monitor their own learning growth.
Goal 2	Strengthen the resilience and wellbeing of every student.

Target 2.1	<p>By 2026, increase the percent positive responses score on AToSS for the following factors:</p> <ul style="list-style-type: none"> • Sense of confidence—Year 7–9 from 74% (2021) to 80% and Year 10–12 from 61% (2021) to 69% • Teacher concern—Year 7–9 from 48% (2021) to 56% and Year 10–12 from 35% (2021) to 43% • Respect for diversity—Year 7–9 from 67% (2021) to 75% and Year 10–12 from 62% (2021) to 70% • Perseverance—Year 7–9 from 70% (2021) to 78% and Year 10–12 from 61% (2021) to 69% • School stage transitions—Year 10–12 from 59% (2021) to 67%
Target 2.2	<p>By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Parent participation & involvement from 73% (2021) to 80% • Teacher communication from 70% (2021) to 78%
Target 2.3	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Support growth and learning of the whole student from 67% (2021) to 75% • Parent & community involvement from 45% (2021) to 53% • Parent & community involvement, engagement & outreach from 58% (2021) to 66% • Focus on real–life problems from 57% (2021) to 65%
Key Improvement Strategy 2.a 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	Embed a whole college approach to health, wellbeing and inclusion.

<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Build the capacity of all staff to support the engagement, wellbeing and pathways needs of all students.</p>
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Further empower student voice, agency and leadership to strengthen student participation and engagement in college processes and practices.</p>
<p>Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen family and community partnerships to continue to improve student learning, engagement and wellbeing outcomes.</p>