

School Strategic Plan 2026-2030

Glen Waverley Secondary College (8808)



Submitted for review by Suzanne Plant (School Principal) on 15 April, 2026 at 01:11 PM

Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 15 April, 2026 at 03:16 PM

Endorsed by Rahul Tanna (School Council President) on 14 May, 2026 at 07:57 AM

School Strategic Plan - 2026-2030

Glen Waverley Secondary College (8808)

School vision	Growing respectful, responsible, resilient global citizens who value diversity and lifelong learning
School values	Respect: A consideration for your surroundings, by consistently making a conscious effort to set an outstanding example. Diversity: A willingness to embrace diversity and build shared respect between others. Commitment: A commitment to the GWSC community across learning areas and through a diverse range of extracurricular activities. Perseverance: An ability to maintain effort over a sustained period of time and despite setbacks. Accomplishment: A capacity to achieve outstanding academic and/or extracurricular outcomes.
Context challenges	The key challenge for Glen Waverley Secondary College is maintaining and improving teaching capacity and very high student outcomes in an environment of increasing enrolments. Strengthening the consistent implementation of high quality teaching and learning strategies within the GWSC Instructional model is required to reduce variability in classroom practice and lift learning growth for all students. The specific focus on high ability learners and high expectations for all will be continued. Maintaining and improving strong student engagement and connection to school is imperative to both wellbeing and learning outcomes for our students.
Intent, rationale and focus	Over the course of the four year strategic plan, Glen Waverley Secondary College is aiming to achieve two overarching goals: To enhance student learning outcomes and to enhance wellbeing and engagement outcomes. This is the key work of our school and enables our vision statement for our students to be realised. As learning, wellbeing and engagement are intrinsically linked, working towards each individual goal impacts the other goal. We will achieve these goals through the following Key Improvement strategies:

	1a. Collaboratively developing, documenting and embedding consistent, evidence informed, universal high quality practice to support all students and 1b. Enhancing staff capabilities and understanding to know and respond to student point of need and maximise learning growth 2a. Strengthening the multitiered systems of supports to improve student connection and engagement. 2b. Enhancing student's capabilities to thrive. 2c. Enhancing the capability of mid-level leadership.
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Goal 1	Enhance student learning outcomes.																				
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Collaboratively develop, document and embed consistent, evidence informed universal high-quality practice to support all students																				
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance staff capabilities and understanding to know and respond to student point of need and maximise learning growth																				
Target 1.1	By 2030, increase and/or maintain the percentage of students achieving exceeding NAPLAN proficiency levels for: <table><thead><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr></thead><tbody><tr><td>Year 9</td><td>Reading</td><td>37%</td><td>2025</td><td>41%</td></tr><tr><td>Year 9</td><td>Writing</td><td>44%</td><td>2025</td><td>46%</td></tr><tr><td>Year 9</td><td>Numeracy</td><td>46%</td><td>2025</td><td>46%</td></tr></tbody></table>	Cohort	Focus or factor	Baseline	Year	Target	Year 9	Reading	37%	2025	41%	Year 9	Writing	44%	2025	46%	Year 9	Numeracy	46%	2025	46%
Cohort	Focus or factor	Baseline	Year	Target																	
Year 9	Reading	37%	2025	41%																	
Year 9	Writing	44%	2025	46%																	
Year 9	Numeracy	46%	2025	46%																	
Target 1.2	By 2030, increase or maintain the percentage of students achieving Above age expected level according to teacher judgements, against the Victorian Curriculum for:																				

	Cohort	Focus or factor	Baseline	Year	Target
	Year 7-10	Reading and viewing	41%	2025	50%
	Year 7-10	Writing	35%	2025	35%
	Year 7-10	Mathematics	47%	2025	50%
Target 1.3	By 2030, increase or maintain the VCE study scores for:				
	Cohort	Focus or factor	Baseline	Year	Target
	Senior students	VCE English (all) mean study score	33.28	2025	33.28
	Senior students	VCE Mathematics (all) mean study score	32.49	2025	33.00
	Senior students	VCE overall mean study score	33.07	2025	33.07
	Senior students	VCE overall median study score	33.00	2025	33.00
Target 1.4	By 2030, maintain or improve the percentage of staff positive endorsement to the School Staff Survey factors for:				
	Cohort	Focus area or factor	Baseline	Year	Target
	Staff	Academic emphasis	79%	2025	79%
	Staff	Collective efficacy	68%	2025	72%

Target 1.5	By 2030, maintain the percentage of positive endorsement to the Student Attitudes to School Survey factors for:				
	Cohort	Focus area or factor	Baseline	Year	Target
	Student	Stimulated learning	64%	2025	64%
	Student	Effective teaching time	70%	2025	70%
Goal 2	Enhance student wellbeing and engagement outcomes.				
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen the multi-tiered system of supports to improve student connection and engagement.				
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school	Enhance students' capabilities to thrive.				
Key Improvement Strategy 2.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	Enhance capability of mid-level leadership to drive whole school priorities				
Target 2.1	By 2030, reduce the percentage of students with 20 or more days absent in:				
	Cohort	Focus or factor	Baseline	Year	Target

	Year 7-12	20 or more days absent	30%	2025	20%
	Year 9	20 or more days absent	35%	2025	25%
	Year 10	20 or more days absent	33%	2025	23%
Target 2.2	By 2030, improve the percentage of positive endorsement to the Student Attitudes to School Survey for:				
	Cohort	Focus area or factor	Baseline	Year	Target
	Student	Respect for diversity	51%	2025	55%
	Student	Student voice and agency	53%	2025	55%
Target 2.3	By 2030, increase the percentage of staff positive endorsement to the School Staff Survey factors for:				
	Cohort	Focus area or factor	Baseline	Year	Target
	Staff	Instructional leadership	71%	2025	73%
	Staff	Visibility	49%	2025	54%
	Staff	Time to share pedagogical content knowledge	58%	2025	60%

