



School Strategic Plan for
Guthridge Primary School
4853
2016-2019

Endorsements


<p>Endorsement by School Principal</p>	<p>Signed... <i>S.M. Burnett</i> Name <u>Sue Burnett</u> Date... <u>21.03.2016</u></p>
<p>Endorsement by School Council</p>	<p>Signed... <i>[Signature]</i> Name... <u>COURTNEY LOCK</u> Date... <u>21.03.2016</u></p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... Name..... Date.....</p>

Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."

Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.

School Profile

<p>Purpose</p> 	<p>SECURING THE FUTURE - We aim to provide every student with the knowledge, skills and attributes that will see them thrive in their world, regardless of where they start, the path they pursue or how the world might change around them.</p> <p>We believe every student can be successful and every child deserves the opportunity to develop the attributes they need to achieve their potential.</p>
<p>Values</p> <ul style="list-style-type: none"> • Show respect • Have a go • Keep trying • Bounce back • Work as a team <i>Be Your Best!</i> 	<p>Our core values are embedded in our language, publications (newsletters, strategic documents & website) and displayed throughout our school. They also form the key lyrics to our Guthridge Song which our whole school community proudly sings at assembly to launch our learning week.</p> <p>Guthridge PS establishes high expectations for all. Our 3 'B' expectations are overarching and govern all expected behaviours for students, parents and staff. Our Behaviour Matrix details these expected behaviours - Be Responsible, Be Safe, Be Respectful.</p>
<p>Environmental Context</p>	<p>Guthridge Primary School was established in 1961. Enrolments have steadily increased from 185 in 2006 to in excess of 410 in 2016. Our Student Family Occupation (SFO) in 2015 is 0.61 and our SFOE is 0.5254. Our location adjacent to Sale College maximises the school's opportunities to share resources and to engage in cross-age tutoring and transition programs. The majority of our Year 6s transition to Sale College.</p> <p>Our school has high expectations of all its students and we aim to provide opportunities for each of them to develop as learners, now and in the future. Both Parents' Club and School Council provide strong support to the school.</p> <p>In 2004 a refurbishment of the north wing was completed. This resulted in a new library/resource centre, computer laboratory, administration area, 6 classrooms, and internal toilets. All classrooms are air-conditioned. As a result of the Labor Government's Building Education Revolution funding, a \$2.6 million building including six classrooms, a dedicated art space plus additional learning areas and toilet facilities was opened in 2011. Parents' Club and our school community have been pivotal in fundraising to support our purchase of new classroom furniture, innovative playground equipment and the equipping of the Art Space. Our Recreation Hall is a perfect venue for our highly acclaimed annual musical production, music classes, instrumental program and cultural performances. In Term 4, 2014, we opened our \$600,000 Fitness Centre which accommodates Prep to Grade 6 Physical Education classes and a Perceptual Motor Program for Preps to Grade 1. This has considerably enhanced our reputation as being a school with modern facilities.</p> <p>Our school provides specialist activities that promote the individual child's health, well-being and self-esteem. These include Instrumental Tuition, Annual Yr 5/6 Student Musical Production, grade 3/4 choir, Modified Prep Developmental Year, Inter-School Sport, a comprehensive camping program at all levels from Grade 3</p>

through to Grade 6 and a whole school Social Skills Program. A Student Wellbeing Officer is also available for additional support to students and families three days a week.

In 2016 specialist classes are provided in Art, Music and Physical Education. The intensive Prep to Grade 6 Swimming Program operates in our own enclosed, heated swimming pool with qualified instructors. The school is also complemented by extensive sealed playing areas, football oval, soccer field, netball and volleyball courts as well as established playground equipment and newly landscaped grounds.

Guthridge Primary has a well-established Program for Students with Disabilities with a philosophy of full integration in the classroom. Literacy and Numeracy Support and Extension is available for those children with identified needs. In 2016 an Oral Language Consultant has been employed to build teacher capacity in assessing, analysing and providing classroom strategies P-6. Gifted and Talented children are also effectively accommodated through special classroom programs designed to extend and challenge, through an emphasis on open-ended activities and "thinking skills".

Our school has a mixture of experienced and graduate teachers who are well supported by a team of integration aides. The staffing profile in 2016 consists of a Principal, Assistant Principal, 15 classroom Range 2 teachers and 11 classroom Range 1 teachers. Intervention/Extension teachers work with small groups of children Preps -Year 6 throughout the year. Our fulltime Business Manager is supported by an Administration Assistant (0.5). Team planning is a priority at Guthridge Primary School with Professional Learning Teams (PLTs) meeting weekly to specifically focus on student learning and explicit teaching.

Class structure can vary from year to year and is determined by student needs. It can be a mixture of straight or multi-age grades. Every effort is made to keep class numbers low, particularly in the P-2 levels.

We are a Science Initiative school and our teachers have had the benefit of two years professional development in the delivery of Science teaching and learning thanks to full funding of the program from the Department of Education. Our science program is supported with Primary Connections curriculum resources. Primary Connections comprises a professional learning program substantiated with exemplary curriculum resources to enhance teaching and learning in science. It is a teaching and learning model linking science with literacy and numeracy, authentic investigation, embedded assessment and collaborative learning.

Student Leadership is actively promoted. Student Council consists of elected representatives from Year 5 and Year 6. Student Councillors actively lead activities throughout the year (e.g. Assembly, specific fundraisers, our ANZAC ceremony, "Guthridge Has Got Talent"). The Environment Team consists of elected representatives from Years 3 to 6 who are responsible for the beautification of our grounds and gardens. All classes participate in composting and recycling. House Captains are elected for our three sporting Houses

and they play a key role in the organisation of inter-house sporting events. Music Captains are also elected to assist with school performances, eisteddfods and musical tours. Our Year 6 students fundraise towards the cost of their Graduation ceremony through a Fabulous Friday (a mini-fete which is planned and run exclusively by the students). Yard Buddies (Year 3s and 4s) provide focus and activities for our Prep-Year 2 students at lunch-times. As part of our Buddies program, our Senior students meet on a regular basis with Prep classes to share activities and aid our Prep students in their transition into Primary School. Throughout the year, students participate in our "Making A Difference" program which sponsors a child in Ethiopia through World Vision as well as supporting local charities. Students make weekly donations to these social service activities at a class level and the winning class is announced each week at Assembly and earns the "Making A Difference" banner.

Bright displays of student work and photographs of students participating in various activities are on display along the corridors and in the classrooms. We aim to make our school as welcoming as possible. Classrooms provide print-filled, rich learning environments. E-learning is evident throughout the school. Learning technology is integrated within the classroom through the use of Interactive Whiteboards, iPads and student and teacher notebook computers in each classroom. There is also a computer laboratory within the library as well as the latest interactive touchscreen technology panel. In 2015 our library underwent a major rejuvenation with new carpet and fresh painting. Desks and chairs were replaced with soft furnishings. Junior picture story books are now much more easily accessed through browser boxes rather than shelving. Throughout the school there is now a much stronger emphasis on the development of classroom libraries and a love of reading.

Strategic Direction

Purpose: A school’s strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students’ success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students’ co-curricular achievements.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.

Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

Excellence in Teaching and Learning

- **Building practice excellence**
- **Curriculum planning and assessment**
 - Building practice excellence in reading, writing, speaking and listening
 - Improve student learning outcomes in reading, writing, speaking and listening across the school

- Induction and mentoring of new staff ensuring consistency of teaching and learning practice across all domains
- Whole school adoption of “Fountas & Pinnell Continuum of Literacy Learning” in line with Victorian Curriculum

Reading

- Full implementation of Guthridge Primary School P-6 Teaching and Learning of Reading Policy (refer Policy)
- Professional learning teams sharing and observations of best practice

Targets

Targets are defined measures of the successful achievement of the

80% of students are at or above their indicative level in all domains by 2019 supported by teacher collected

Writing

- Provide whole school professional development facilitated by writing consultant.

<p>school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>evidence.</p>	<ul style="list-style-type: none"> • Develop and implement Guthridge Primary School P-6 Teaching and Learning of Writing Policy <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Employment of Oral Language Consultant to assist teachers in assessing students and using this information to drive their teaching • Oral Language Consultant will build teacher capacity P-6 • Develop and implement Guthridge Primary School P-6 Teaching and Learning of Oral Language Policy
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>To improve learning outcomes, the school will embed a culture of consistent P-6 curriculum planning, assessing the impact of learning programs and adjusts them to suit individual student needs.</p> <p>Oral language is the foundation for student learning. It is essential for literacy learning. Successful use of language is critical for students' academic success and wellbeing. Almost all classroom-based learning relies on oral language.</p>	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1 - 2016</p>	<ul style="list-style-type: none"> • Build teacher knowledge and understanding of Victorian Curriculum content in Literacy and Numeracy <p>Writing</p> <ul style="list-style-type: none"> • Build teacher capacity in effective teaching and learning of Writing • Establish a Guthridge Primary School Writing Policy P-6 • Develop a Scope and Sequence for 	<ul style="list-style-type: none"> • Maths Consultant, Michael Ymer's Victorian Curriculum Numeracy planners are referenced during team planning • Fountas & Pinnell "Continuum of Literacy Learning" and Victorian Curriculum is referenced during team planning <p>Writing</p> <ul style="list-style-type: none"> • Whole staff participate in curriculum days • P-6 Teaching and Learning of Writing Policy completed • Resources purchased • Change in teaching practices identified through classroom

	<p>Writing P-6</p> <ul style="list-style-type: none"> • Provide whole school professional development facilitated by writing consultant <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Build teacher capacity in effective teaching and learning of Speaking and Listening • Employment of Oral Language Consultant • Establish a Guthridge Primary School Oral Language Policy P-6 • Explore and trial oral language assessment tools 	<p>observations and feedback</p> <ul style="list-style-type: none"> • Evidenced in individual Performance and Development plans <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Assessment tools have been identified and collated data is driving teaching and learning • Oral language resources catalogued and utilised • Change in teaching practices identified through classroom observations and feedback • P-6 Teaching and Learning of Speaking and Listening Policy completed
Year 2 - 2017	<ul style="list-style-type: none"> • Continue to build teacher knowledge and understanding with full implementation of the Victorian Curriculum • Review and fully implement whole school literacy policies (Reading, Writing, Speaking and Listening) • Continue to develop agreed best practice through observations, feedback and moderation 	<ul style="list-style-type: none"> • Teachers plan and report against Victorian Curriculum • Policy approaches P-6 evidenced in Term and Yearly Planners as well as weekly planning and classroom practice • Consistent common teaching language evidenced in classroom observations
Year 3 - 2018	<ul style="list-style-type: none"> • Implementation of whole school policies in line with Victorian Curriculum • Continue the culture and expectation of shared professional planned teaching and learning 	<ul style="list-style-type: none"> • Teachers plan and report against Victorian Curriculum • Policy approaches P-6 evidenced in Term and Yearly Planners as well as weekly planning and classroom practice • Consistent common teaching language evidenced in classroom observations
Year 4 - 2019	<ul style="list-style-type: none"> • Implementation of whole school policies in line with Victorian Curriculum • Continue the culture and expectation of 	<ul style="list-style-type: none"> • Teachers plan and report against Victorian Curriculum • Policy approaches P-6 evidenced in Term and Yearly Planners as well as weekly planning and classroom practice • Consistent common teaching language evidenced in

	shared professional planned teaching and learning	classroom observations
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<h2>Engagement</h2> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students’ motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<h3>Positive Climate for Learning</h3> <ul style="list-style-type: none"> ▪ Empowering students ▪ Setting expectations – intellectual engagement and self-awareness • To provide a safe, supportive and engaging learning environment that challenges and fosters learning and develops students’ social competencies and wellbeing. 	<ul style="list-style-type: none"> • Develop staff and student understanding of “Mindsets” to improve students’ intellectual engagement and awareness of their own learning needs • Develop staff and student capacity in the use of learning intent and success criteria in determining successful learning • Build capacity in teachers’ skill-sets in identifying Gifted and Talented students • Differentiating effective teaching and learning strategies to meet the needs of our students – different, not more! • Create and promote opportunities for Buddies programs and multi-age activities
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Attitudes to School Survey results in Teaching and Learning to be at 80% or more for Year 5s and 6s by the end of 2019.</p>	
<h3>Theory of action (optional)</h3> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>Student engagement and confidence is enhanced when</p> <ul style="list-style-type: none"> • teachers and students have high expectations • students have input and ownership of their learning • learning is relevant, authentic and challenging. 	

	<p>If feedback data is connected to student actions and performance then motivation will be more positive, progress will accelerate and curiosity will be enhanced.</p> <p>If learning tasks are purposeful, clearly defined, differentiated and challenging, then students will experience powerful learning</p>	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1 - 2016</p>	<p>Mindsets</p> <ul style="list-style-type: none"> • Purchase of Carol Dweck's "Mindset The New Psychology of Success" for each classroom teacher and specialist. • Dedicate Term 1 professional learning meetings for sharing the knowledge and understanding from reading Carol Dweck's "Mindset The New Psychology of Success" • Develop pre- and post- survey to evaluate children's engagement in their learning <p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> • Whole staff professional learning on how to develop/identify learning intentions and success criteria • Identify success criteria that provide for differentiation • Scheduled peer observations • Employment of coach 	<p>Mindsets</p> <ul style="list-style-type: none"> • Multiple modes of specific Mindset feedback are evident in the classroom through peer observation • Teachers will engage in professional reading between professional learning meeting times with discussion during meeting • Surveys administered and analysed <p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> • Dedicated professional learning meetings based around learning intentions and success criteria • Pre- and post- observation of learning intent and success criteria • Visible learning intentions in every classroom • Success criteria is differentiated
<p>Year 2 - 2017</p>	<p>Mindsets</p>	<p>Mindsets</p>

	<ul style="list-style-type: none"> • Continue Mindsets implementation <p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> • Continue to develop the language and non-negotiables for the implementation of learning intentions and success criteria 	<ul style="list-style-type: none"> • Common use of Mindsets language evidenced within the classroom and whole school community <p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> • Learning intentions and success criteria clearly articulated and provided for student reference • Success criteria is differentiated
Year 3 - 2018	<p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> • Implementation of learning intentions and success criteria 	<p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> • Learning intentions and success criteria clearly articulated and provided for student reference • Success criteria is differentiated
Year 4 - 2019	<p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> • Implementation of learning intentions and success criteria 	<p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> • Learning intentions and success criteria clearly articulated and provided for student reference • Success criteria is differentiated

<h2>Wellbeing</h2> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>		<p>Key improvement strategies</p> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Goals</p> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> ▪ Setting expectations to empower students • To ensure students are connected to the school and their peers, resilient and willing to contribute to the wellbeing of themselves and others. 	<ul style="list-style-type: none"> • Continue our whole school approach to the explicit teaching of social skills through Bounce Back! lessons including targeted Circle Time • Improve the Attitudes to School Survey variables of <i>Classroom Behaviour, Connectedness To Peers, Student Safety</i> and <i>Student Distress</i>. • Distribute P-6 Attitudes to School Survey relevant to the specific year level • Strengthen the home-school partnership by ensuring that teachers are making at least one
<p>Targets</p> <p>Targets are defined measures of the</p>	<p>Attitudes to School Survey results in Student Relationships and Wellbeing to be at 80% or</p>	

<p>successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>more for Year 5s and 6s by the end of 2019.</p> <p>Improve the school response rate to the Department of Education Parent Opinion Survey</p> <p>Improve the score for "Transitions" on the Parent Opinion Survey to 75% by 2019</p>	<p>positive contact with families/carers per term</p> <ul style="list-style-type: none"> • Continue to monitor absences of individual and cohorts of students • Generate and administer a school-based Parent Opinion Survey to provide more regular feedback opportunities for parents • Distribute and review parent feedback survey evaluating our Kinder-Prep transition process • Meet with Year 7 students to distribute survey evaluating our Year 6-Year 7 transition process
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>When strong relationships between all members of the school community are genuinely established, including strong partnerships with parents, then student learning, resilience, and wellbeing will be enhanced.</p>	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1 - 2016</p>	<ul style="list-style-type: none"> • Target support and early intervention for individuals with wellbeing needs • Develop positive active partnerships with parents/carers • Develop positive active partnerships with external support agencies • Continue to implement School Wide Positive Behaviour Support strategies • Full implementation of "Bounce Back!" program in weekly dedicated lessons • Develop Whole School Attitudes to School Survey 	<ul style="list-style-type: none"> • Referral to Student Wellbeing Officer, Principal, Assistant Principal or external agencies (e.g. G.P., ChildFirst, SSSO) where necessary • Learner Profile established and maintained as necessary • Behaviour Management Plans established and monitored as necessary • Teacher weekly program has evidence of time-tabled Bounce Back! lesson • DET Attitudes to School Survey indicators at 70%

	<p>with relevant age-appropriate applications (Preps,1/2s, 3/4s and 5/6s)</p> <ul style="list-style-type: none"> • Monitor and track students (repeat each year) through in-class behaviour tracking systems and Student Tracking files 	<p>or more</p> <ul style="list-style-type: none"> • Whole School Attitudes to School Survey analysed at team level, class level and individual level and strategies identified and implemented
Year 2 - 2017	<ul style="list-style-type: none"> • Target support and early intervention for individuals with wellbeing needs • Develop positive active partnerships with parents/carers • Develop positive active partnerships with external support agencies • Continue to implement School Wide Positive Behaviour Support strategies • Revisit and promote our Behaviour Matrix and Assertive Discipline plans to ensure consistency across the school. • Full implementation of "Bounce Back!" program in weekly dedicated lessons • Develop Whole School Attitudes to School Survey with relevant age-appropriate applications (Preps,1/2s, 3/4s and 5/6s) • Monitor and track students (repeat each year) through in-class behaviour tracking systems and Student Tracking files 	<ul style="list-style-type: none"> • Referral to Student Wellbeing Officer, Principal, Assistant Principal or external agencies (e.g. G.P., ChildFirst, SSSO) where necessary • Learner Profile established and maintained as necessary • Behaviour Management Plans established and monitored as necessary • Teacher weekly program as evidenced in time-tabled Bounce Back! lesson • DET Attitudes to School Survey indicators at 70% or more • Whole School Attitudes to School Survey analysed at team level, class level and individual level and strategies identified and implemented
Year 3 - 2018	<ul style="list-style-type: none"> • Target support and early intervention for individuals with wellbeing needs • Develop positive active partnerships with parents/carers • Develop positive active partnerships with external support agencies • Continue to implement School Wide Positive Behaviour Support strategies • Revisit and promote our Behaviour Matrix and 	<ul style="list-style-type: none"> • Referral to Student Wellbeing Officer, Principal, Assistant Principal or external agencies (e.g. G.P., ChildFirst, SSSO) where necessary • Learner Profile established and maintained as necessary • Behaviour Management Plans established and

	<p>Assertive Discipline plans to ensure consistency across the school.</p> <ul style="list-style-type: none"> • Full implementation of "Bounce Back!" program in weekly dedicated lessons • Develop Whole School Attitudes to School Survey with relevant age-appropriate applications (Preps, 1/2s, 3/4s and 5/6s) • Monitor and track students (repeat each year) through in-class behaviour tracking systems and Student Tracking files 	<p>monitored as necessary</p> <ul style="list-style-type: none"> • Teacher weekly program as evidenced in time-tabled Bounce Back! lesson • DET Attitudes to School Survey indicators at 75% or more • Whole School Attitudes to School Survey analysed at team level, class level and individual level and strategies identified and implemented
<p>Year 4 - 2019</p>	<ul style="list-style-type: none"> • Target support and early intervention for individuals with wellbeing needs • Develop positive active partnerships with parents/carers • Develop positive active partnerships with external support agencies • Continue to implement School Wide Positive Behaviour Support strategies • Revisit and promote our Behaviour Matrix and Assertive Discipline plans to ensure consistency across the school. • Full implementation of "Bounce Back!" program in weekly dedicated lessons • Develop Whole School Attitudes to School Survey with relevant age-appropriate applications (Preps, 1/2s, 3/4s and 5/6s) • Monitor and track students (repeat each year) through in-class behaviour tracking systems and Student Tracking files 	<ul style="list-style-type: none"> • Referral to Student Wellbeing Officer, Principal, Assistant Principal or external agencies (e.g. G.P., ChildFirst, SSSO) where necessary • Learner Profile established and maintained as necessary • Behaviour Management Plans established and monitored as necessary • Teacher weekly program as evidenced in time-tabled Bounce Back! lesson • DET Attitudes to School Survey indicators at 80% or more • Whole School Attitudes to School Survey analysed at team level, class level and individual level and strategies identified and implemented

<h2>Productivity</h2> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<h3>Excellence in teaching and learning</h3> <ul style="list-style-type: none"> ▪ Curriculum planning and assessment ▪ Building practice excellence <ul style="list-style-type: none"> • To provide effective use of resources to maximise student achievement, engagement and wellbeing. 	<h3>Learning management system</h3> <ul style="list-style-type: none"> • Investigate various Learning Management Systems • Visit schools to view Learning Management System options
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p><i>An effective Learning Management System is fully utilised by the end of 2019.</i></p> <p><i>Develop a Whole School Curriculum framework specific to Guthridge Primary School</i></p>	<h3>Whole School Curriculum</h3> <ul style="list-style-type: none"> • Document the teaching practices and technics to be adopted school-wide • Document the scope and sequence of teaching and learning and assessment schedules so that each year students can build on the skills and knowledge they have learnt in previous years
<h3>Theory of action (optional)</h3> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>Successful productivity outcomes exist when a school uses its resources – people, funding, facilities, community expertise and professional learning to the best possible effect with the best possible combination, to support improved student outcomes and the achievement of goals and targets.</p>	
	<h3>Actions</h3> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of</p>	<h3>Success criteria</h3> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the</p>

	detail.	school's monitoring of progress, only a limited number of success criteria should be set.
Year 1 - 2016	<p>Learning Management System</p> <ul style="list-style-type: none"> • Research options for possible Learning Management Systems including an assessment and reporting component • Visit schools to view to establish best-fit system for Guthridge PS needs • Purchase of Learning Management System • Provide professional development in the use of Learning Management System <p>Whole School Curriculum</p> <ul style="list-style-type: none"> • Allocate Professional Learning meeting time to develop and understanding and knowledge of the Victorian Curriculum <p>Infrastructure</p> <ul style="list-style-type: none"> • Continual maintenance and improvement of our grounds and facilities 	<p>Learning Management System</p> <ul style="list-style-type: none"> • Learning Management System purchased • Learning Management System is accessible for all staff <p>Whole School Curriculum</p> <ul style="list-style-type: none"> • Review and combine individual teaching and learning policies into one Whole School Curriculum document <p>Infrastructure</p> <ul style="list-style-type: none"> • Investigate installation of running track
Year 2 - 2017	<p>Learning Management System</p> <ul style="list-style-type: none"> • Maintain professional development in the use of Learning Management System • Develop a P-6 schedule for data collection • Build teacher capacity in analysis and use of data for goal setting <p>Whole School Curriculum</p> <ul style="list-style-type: none"> • Time is allocated on a regular basis for teachers from different year levels to review and moderate for consistency of approach in Literacy, Numeracy and Science <p>Infrastructure</p> <ul style="list-style-type: none"> • Continual maintenance and improvement of our grounds and facilities 	<p>Learning Management System</p> <ul style="list-style-type: none"> • P-6 data is collected and stored for retrieval, comparison, analysis and goal setting • Student achievement data is entered to track student progression against both the expected levels and individual target levels in the Victorian Curriculum <p>Whole School Curriculum</p> <ul style="list-style-type: none"> • Documented scope and sequence of teaching and learning and assessment schedules in line with Victorian Curriculum content in Literacy, Numeracy and Science <p>Infrastructure</p> <ul style="list-style-type: none"> • External painting of north wing and re-carpeting of Hall

<p>Year 3 - 2018</p>	<p>Learning Management System</p> <ul style="list-style-type: none"> • Maintain P-6 schedule for collection, analysis and effective use of data <p>Whole School Curriculum</p> <ul style="list-style-type: none"> • Continue to provide time on a regular basis for teachers from different year levels to review and moderate for consistency of approach in Literacy, Numeracy and Science <p>Infrastructure</p> <ul style="list-style-type: none"> • Continual maintenance and improvement of our grounds and facilities 	<p>Learning Management System</p> <ul style="list-style-type: none"> • Student achievement data is entered to track student progression against both the expected levels and individual target levels in the Victorian Curriculum <p>Whole School Curriculum</p> <ul style="list-style-type: none"> • Full implementation of Whole School Curriculum scope and sequence of teaching and learning and assessment schedules in line with Victorian Curriculum content in Literacy, Numeracy and Science <p>Infrastructure</p> <ul style="list-style-type: none"> • External painting of north wing and re-carpeting of Hall
<p>Year 4 - 2019</p>	<p>Learning Management System</p> <ul style="list-style-type: none"> • Maintain P-6 schedule for collection, analysis and effective use of data <p>Whole School Curriculum</p> <ul style="list-style-type: none"> • Teachers from different year levels will continue to meet to review and moderate for consistency of planning teaching, learning and assessment in Literacy, Numeracy and Science <p>Infrastructure</p> <ul style="list-style-type: none"> • Continual maintenance and improvement of our grounds and facilities 	<p>Learning Management System</p> <ul style="list-style-type: none"> • Student achievement data is entered to track student progression against both the expected levels and individual target levels in the Victorian Curriculum <p>Whole School Curriculum</p> <ul style="list-style-type: none"> • Full implementation of Whole School Curriculum scope and sequence of teaching and learning and assessment schedules in line with Victorian Curriculum content in Literacy, Numeracy and Science <p>Infrastructure</p> <ul style="list-style-type: none"> • Investigate internal painting of buildings as deemed necessary