

**Purpose:** *Our purpose is linked strongly with our vision statement “Securing the future through active learning”. We provide a curriculum that is dynamic and interesting with a wide variety of educational opportunities for each child. We are developing an ongoing partnership between home and school which nurtures the social, emotional, physical and academic growth needed to become valued members of the local and global community.*

**Values:** Our values are translated into *action* words to ensure we are *doing* and not just saying the things we value at Guthridge P.S.

- Show respect
  - Have a go
  - Keep trying
  - Bounce back
  - Work as a team
- Be Your Best!!*

## **Environmental Context:**

Guthridge Primary School was established in 1961 and has a current enrolment of about 190 students. Our location adjacent to Sale College maximises the school’s opportunities to share resources and to engage in cross-age tutoring and transition programs. Our geographical position also allows us easy access to the excellent facilities provided at the *Little Athletics Oval* in Dawson Street.

The school has high expectations of all its students and aims to provide an opportunity for each of them to develop as learners, now and in the future. Approximately 70% of families are in receipt of the Educational Maintenance Allowance. Parents’ Club re-formed at the end of 2006 and along with School Council provide strong support to the school.

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. School Council is actively pursuing an upgrade of our south wing to ensure that high standards of education can continue to be provided.

In addition, specialist activities operate that promote the individual child's health, well-being and self-esteem. These include the weekly Grades 3-6 Performing Arts Program (including free Instrumental Tuition), Annual Student Musical Production, Modified Prep Developmental Year, Inter-School Sport, comprehensive camping program at all levels from Grade 3 through to Grade 6 and a whole school Social Skills Program. A Student Wellbeing Officer is also available for additional support three days a week.

Special assistance programs for children with special needs include a one on one Reading Recovery program, the Early Years Literacy Program, Middle Years Programs, Numeracy and Literacy Intervention. *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*". Specialist classes are provided in Library, French and Physical Education. The intensive Prep- Grade 6 Swimming Program operates in our own enclosed, heated swimming pool with qualified instructors. Year 5-6 students also access the 25 metre Sale pool for classes. The Recreation Hall is a perfect venue for our highly acclaimed annual musical production and cultural performances. It is also used as an indoor physical education facility during inclement weather.

Guthridge Primary has a well established Program for Students With Disabilities with a philosophy of full integration in the classroom. The school is also complemented by extensive sealed playing areas, football oval, soccer field, netball, volleyball and basketball courts, adjoining dental clinic, established playground equipment and newly landscaped grounds.

Our school has a very experienced, committed and professional staff team, both in terms of teaching staff and non-teaching staff. The opportunity to employ graduate teachers has been limited, but this may change over the next few years.

## Student Learning

Goals	Targets	Key strategies	Actions
<p>To improve student learning outcomes in Mathematics and English, particularly at Year 4 and Year 6.</p>	<p>By 2011, the Standard reached in AIM is at a mean value of: 3.0 for Year 5 Writing 2.3 for Year 3 Writing 2.2 for Year 3 Reading.</p> <p>By 2011, 90% of students attain or exceed the expected Standard in Year 4 and Year 6 Reading, Writing, Number and Measurement / Chance and Data.</p> <p>By 2011, staff survey data demonstrate a variable score of 82 or better in ‘Goal Congruence’ and ‘Professional Interaction’.</p> <p>By 2011, aggregated Year 5 and Year 6 student survey data demonstrate a variable score of 4.4 or better in ‘Teacher effectiveness’ and Teacher Empathy’, and 4.1 in ‘Learning Confidence’.</p>	<p>Engage all teachers in working toward ‘Level 4’ performance on the DEECD Student Learning Whole School Self Assessment Tool’</p> <p>Extend teacher moderation of judgement of student achievement across teams throughout the school for each dimension of English and Mathematics Prep to Year 6.</p> <p>Further develop the focus on Writing Prep to Year 6 within an overall language / literacy development program.</p> <p>Align teacher professional development with school priorities for improvement.</p>	<p>Systematically review school performance against the ‘Student Learning Whole School Self Assessment Tool’.</p> <p>Use the tool to guide a whole school approach to further policy development and learning program implementation in accordance with Flagship 1 guidelines.</p> <p>Moderate student assessment within and across teams to ensure that the performance of students is reported consistently within level teams.</p> <p>Employ assessment techniques that enable the performance of high achievers to be acknowledged and reported at the appropriate VELs levels.</p> <p>Moderate outcomes at Years 4 and 6 with teachers from Cluster network schools.</p> <p>Continue to focus on skill development in Writing / Spelling within the overall program for Literacy / Reading / comprehension.</p> <p>Continue to share / observe in-house expertise.</p>

## Student Engagement and Well-Being

Goals	Targets	Key strategies	Actions
<p>To improve student attendance.</p> <p>To improve student safety and connectedness.</p>	<p>Average student absence (by FTE student) is at 14.0 days or less by 2011.</p> <p>By 2011 staff survey data demonstrate a variable score of 80 or better for 'Effective Discipline Policy', 40 or less for 'Student Misbehaviour' and 70 or better for 'Student Decision-Making'.</p> <p>By 2011 aggregated Year 5 and Year 6 student survey data demonstrate a variable score of 4.2 or better for 'Connectedness to Peers' and 4.0 or better for 'Student Safety'.</p> <p>By 2011 parent survey data demonstrate a variable score of 5.8 or better for 'Connectedness to Peers', 5.2 or better for 'Student Safety' .and 4.2 or better for 'Classroom Behaviour'.</p>	<p>Revisit the school Vision and Values to consolidate future directions and school / community alignment.</p> <p>Maintain a whole school focus on student attendance.</p> <p>Continue targeted professional development related to student safety and behaviour management.</p> <p>Develop student-decision-making in conjunction with the Leadership program.</p>	<p>Involve council, staff, students, parent and community in a review of the school's Vision and Values for the period of the new School Strategic Plan.</p> <p>Launch the policy.</p> <p>Publish the policy and incorporate into key school documentation, including the 2008 Family Information Book.</p> <p>Engage the community in a program of education toward positive attitudes to attendance and punctuality.</p> <p>Continue the program of class and individual awards recognising good attendance.</p> <p>Awards for improved attendance.</p> <p>Revisit the school Welfare and Discipline Policy to ensure there is a confident, uniform application of the policy across the school.</p> <p>'Workshop' the Social Skill development program to promote a consistent whole school approach to implementation.</p> <p>Classroom-based awards that recognise improved student social skills to balance any emphasis on penalties / consequences.</p> <p>Involve students in appropriate aspects of debate related to future school vision / values / actions / activities to enhance involvement and understandings.</p> <p>Use parent and student forums to enhance understanding of the concepts and elements of current surveys.</p>

## Student Pathways and Transition

Goals	Targets	Key strategies	Actions
<p>To improve student pathways and transition into, throughout and from the school.</p>	<p>All students in Year 3 to Year 6 have a personal learning plan [PLP] by 2011.</p> <p>A key indicator will be improvement in student learning in the upper years. [See targets in the Student Learning Section.]</p> <p>By 2011 85% of students attain or exceed the expected Standard in the Personal Learning Domain of the VELs.</p>	<p>Further the use of individual learning plans throughout the school to develop 'personal learning plans' that incorporate learning interests and personal aspirations, as well as academic and social goals</p> <p>Review and document policies and processes to ensure there is a consistent and thorough approach to student transition and orientation throughout the school.</p> <p>All new families given a transition survey within six weeks of a student commencing study at Guthridge Primary School. Families of Year 6s from the previous year given survey within four weeks of students commencing at secondary college.</p>	<p>Identify low achieving or students at risk within the PSD for placement on a personal learning plan [PLP].</p> <p>Identify students Year 3 to Year 6 capable of achievement at an enhanced level for placement on a PLP.</p> <p>In 2008 place all students in Year 3 on a personal learning plan. Extend in subsequent years to year 6 in 2011.</p> <p>Review and document policies and processes that support transition and orientation of new and returning students into the school at all levels.</p> <p>Review and document policies and processes for transition and orientation of students into secondary education.</p> <p>Further develop and document survey instruments to gain systematic feedback from families on entry and departure from the school. [Exit telephone or mail / email survey].</p>