

# School Strategic Plan 2019-2023

Guthridge Primary School (4853)



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# School Strategic Plan - 2019-2023

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<p><b>School vision</b></p>	<p>At Guthridge Primary School we believe: All children will learn. All children will succeed. Every child at Guthridge Primary School will develop the attitudes, skills and knowledge that will see them thrive as life long learners.</p> <p>Our vision is for all students to be empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which will equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.</p> <p>We are committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Our child safe policies, procedures, strategies and practices are inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or indigenous, cultural, or linguistic background.</p>
<p><b>School values</b></p>	<p>At Guthridge Primary School, we have three behaviour expectations which encompass all of our school rules: Be Respectful. Be Safe. Be Responsible.</p> <p>Our Core Values guide our behaviour and how we should treat each other. They are at the centre, or core, of what makes us who we are when we are part of the Guthridge Team.</p> <ul style="list-style-type: none"> <li>• Show respect – this is about how we talk to and treat each other in this school. It’s also how we respect property (yours and others), respecting our school and our environment.</li> <li>• Have a go – Don’t give up before you even start! Have a go. Take the risk of being wrong. Mistakes are how we learn.</li> <li>• Keep trying. Sometimes things are hard, so we have to keep trying. Sometimes things are REALLY hard, but we still keep trying. We don’t give up. We ask for help. Only when we know we have tried our hardest, do we really know we have done the best we can.</li> <li>• Bounce back – Life is hopefully full of lots of good things, but sometimes we can experience difficulties, frustrations, disappointments and hard times. We need to be able to build our resilience skills and bounce back from these challenges. Resilient children who can “bounce back” have much better coping skills to equip them for life.</li> <li>• Work as a team. When we work cooperatively and help each other, we are learning how to get along with each other. People who are good at getting along with each other, are good at making and keeping friends.</li> </ul> <p>BE YOUR BEST! This means be the best that YOU can be! It’s all about high expectations of ourselves in everything. It’s pride in yourself and pride in our school.</p>
<p><b>Context challenges</b> <i>What is our school's current context?</i></p>	<p>Enrolments at Guthridge have risen from 200 to 400 in recent years with 445 students at the peak. Our enrolment projections looks to stabilise around 380. With this increase in student enrolments there have been many changes to the context and dynamics of our whole school community.</p> <p>We have seen an increase in our multicultural context with students from many different countries: India, Pakistan, Sri Lanka, Fiji, Philippines, Thailand, South Africa, Nigeria, Canada and England. These students and their families speak no less than 10 different languages between them.</p> <p>As our enrolment increases, we have seen a rise in the number of Aboriginal and Torres Strait Islander and students under the Program for Students with Disability, as well as our English as Additional Language students. These increases have created a wonderfully rich and diverse school community.</p>

Families are choosing to move to Guthridge Primary School from across the state, nation and internationally based on our achievement data, our resources and facilities and our growing reputation as a great school that is intent on becoming an excellent school. This is a positive shift in the community's perception and as enrolment numbers have grown, so too has the interest in high quality teachers wanting to join Guthridge's enthusiastic team.

Guthridge Primary School continues to maintain strong relationships across the school with the care and warmth of a much smaller school. These are just some of the things that make our school very unique and inviting.

Guthridge Primary 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. These expectations, and the whole school commitment to achieving them, is enabled through recognising our unique challenges and identifying and applying best practice.

From our self-evaluation and review, our school's key challenges, and best practice approaches to address them, include:

Guthridge Primary School currently has a Student Family Occupation and Education (SFOE) index of 0.5070.

This translates to 25% of our students being identified in the lowest bracket of socio-economic disadvantage and a further 15% in the second lowest bracket of socio-economic disadvantage, as measured by the Department of Education and Training Student Family Occupation and Education index. Research proves, there is a significant correlation between the socio-economic status of students and their educational success.

Guthridge Primary School data indicates a prevalence of disadvantage as measured by The Australian Early Development Census (AEDC). As indicated on the AEDC index, 34% of Foundation students at Guthridge PS are recognised as 'developmentally vulnerable' in 'one or more' area and 18% recognised as 'developmentally vulnerable' in 'two or more' of the following areas:

- Physical health and wellbeing - total 16% recognised as 'developmentally vulnerable' - double the prevalence as compared to the overall Victorian state score;
- Social competence - total 18% recognised as 'developmentally vulnerable' - double the state score;
- Emotional maturity - total 22% recognised as 'developmentally at-risk' and 14% as 'developmentally vulnerable' - both results double the state scores; and
- Language and cognitive skills - total 15% recognised as 'developmentally at-risk' and 15% as 'developmentally vulnerable' - the later more than double the state score.

At Guthridge Primary School, we have a dedicated Student Wellbeing and Engagement Team including:

- A Student Wellbeing Officer providing programs that enhance the social and emotional wellbeing of students and their families. This role provides the link for students and families between home, school and community services.
- A Student Engagement Teacher enhancing the capacity of teachers to support students who are at risk of disengagement from school and who are not achieving their educational potential. The Student Engagement Teacher complements and extends existing student wellbeing programs and further enhance student engagement, attendance and academic achievement. This teacher role provides the link between students and classroom teachers in facilitating re-engagement.

A vast number of students commencing school at Guthridge Primary School are diagnosed as 'language delayed' or 'having a language delay' as per their Speech and Language screening results. The Victorian School Health Entrant Questionnaire results also indicate there is a higher risk of problems related to behaviour and emotional wellbeing for children with speech and language difficulties as compared to

	<p>those that do not.</p> <p>At Guthridge Primary School, we build teacher capacity and efficacy as a priority. In the past we have employed an Oral Language Consultant to support and facilitate teacher professional development to improve student oral language outcomes. In 2019 and 2020 we are receiving further support through the Speech Pathologists in Schools Initiative to:</p> <ul style="list-style-type: none"> <li>- Improve outcomes for our students by supporting their oral language development.</li> <li>- Help our teachers better understand how to support children who have speech, language and communication needs – increasing their confidence and the quality of teaching interactions with students.</li> <li>- Capability building with teachers to enhance knowledge, practice and engagement to support and facilitate teacher professional development to improve student oral language outcomes.</li> <li>- Enable a more stable transition from kinder to school by providing a continuum of service following on from School Readiness Funding.</li> </ul> <p>In 2020, the Speech Pathologists in Schools Initiative is extending to include Occupational Therapists in Schools and as such our students receive further support with sensory regulation and fine motor strategies in the classroom setting.</p> <p>Across the community, there is a growing prevalence of mental health issues in students, their parents and the wider community. Research from Mission Australia indicates 1 in 7 school-aged children have experienced a mental health disorder in the past year. This is representative of students at Guthridge Primary School. The prevalence of stress, anxiety and depression in even our youngest students is increasing at an alarming rate. And it is these most vulnerable students that are the least likely to be able to access support services in the local community. Public health system mental health services in the local area are grossly under resourced and private mental health provision is too costly for the majority of our families who need it most. For students with even emerging mental health problems, early intervention is essential to prevent the progression and to reduce the likelihood of chronic problems with social, educational, and vocational functioning.</p> <p>At Guthridge Primary School, we recognise that if a learner’s head is full of stress, then there is no space left to learn! For that reason the Equity Funding provided to our school is resourced strategically to support students who face extra barriers to education. This funding is used for additional Education Support Staff to provide learning and engagement support to identified students. A Psychologist is employed to provide direct one-on-one specialist intervention for our highest needs students. Within our Social Emotional Learning program, Resilience, Rights and Respectful Relationships, there is an emphasis on teaching strategies for attaining positive mental health.</p> <p>At Guthridge Primary School, we recognise the need for a collective determination to break the link between disadvantage and outcomes for students. We believe a student’s level of achievement should not be dictated by their level of advantage or disadvantage.</p>
<p><b>Intent, rationale and focus</b>  <i>What is our school trying to achieve?</i></p>	<p>Our focus is on addressing the challenges of disadvantage by providing the very best teaching and learning experiences, resourcing, programs and support to ensure the students at Guthridge Primary School are supported to extend and drive their own learning, and develop their social and emotional wellbeing.</p> <ul style="list-style-type: none"> <li>• The school’s Values are at the core of everything we do at Guthridge and they are modelled and embodied by every one of us - they make us who we are when we are a part of the Guthridge Team. Our values: Show respect; Have a go; Keep Trying; Bounce back, and Work as a team are central to learning, social and emotional development because they enable students to Be their Best!</li> <li>• Students are empowered through opportunities for student voice: Students have the power to influence change. Students are encouraged to develop their ideas for advocacy and social service - promoting worthy causes.</li> </ul>

- Students are empowered through opportunities for student agency: Students are involved in making decisions and influencing the direction of their learning experiences through their input in examples such as: the development of the Learner and Behaviour Matrix; co-constructing and reflecting on Success Criteria to monitor their own learning; development of, and monitoring their own Learning Goals; student-led interviews; development of project-focused learning days, and Inquiry Unit celebration days; feedback opportunities - student to teacher, student to student; and self-assessment and taking responsibility for challenging themselves.
  - Students are empowered through opportunities for student leadership at all year levels: Student Council consists of elected representatives from Year 5 and Year 6. The Environment Team's elected representatives, under the guidance of a classroom teacher, drive whole school emphasis on understanding and respecting the environment, sustainability and the desire for change. House Captains are elected for our three sporting Houses. Music Captains are also elected to assist with school performances, eisteddfods and musical tours; and Yard Buddies support all age groups.
  - Students extend and drive their own learning through a culture of challenge and growth mindset development: Students are explicitly taught how to be Resilient, Resourceful, Reflective and Reciprocal learners supported by the Language for Learning, high level questioning and challenging thinking. Pre-Learning, Learning Intentions and Success Criteria, Feedback, and Formative assessment are all used to facilitate students to extend and drive their own learning, identify 'where to next' and set and monitor their own achievement goals.
  - Students feel safe, wanted and supported as student welfare, wellbeing and engagement is prioritised through dedicated approaches to whole school Social Skills education; employment of a School Psychologist, a Student Engagement Teacher, a Student Wellbeing Officer, and Education Support Staff.
  - Students are encouraged to actively engage in social and cooperative activities and games at playtimes: Yard Buddies (student leaders) provide focus and activities for our Foundation -Year 2 students at play-times; skills based activities are run by senior students, staff and volunteers at lunchtimes.
  - Specialist Physical Education lessons grow all students' abilities through participation in, and achievement at all levels in: swimming, athletics, cross-country and winter-sports.
  - Specialist Language Program Auslan: 'Australian Sign Language' is a visual form of communication that uses hand, arm and body movements to convey meaning and was developed by, and for, Australians who are deaf or hearing impaired. Auslan is explicitly taught by a Specialist teacher as well as integrated in all curriculum areas to ensure full immersion of language development.
  - Specialist Science lessons provide all students Science, Technology, Engineering and Maths, known as STEM education.
  - Students are provided with the opportunity to excel in the Arts through:
    - Specialist Art classes are taught in a dedicated ArtSpace.
    - Specialist Instrumental Music lessons including Choirs and Concert Band, and individual and small group Instrumental Music lessons with participation in music tours and eisteddfods.
    - Students are provided rich and creative performing arts opportunities for participation in Guthridge has Got Talent; The Victorian State School's Spectacular and the Annual 5/6 Production.
  - The Pre-foundation program provides the youngest students a development year to experience success and to grow and develop confidence.
- Through these, and many other opportunities, every student experiences learning tasks that are purposeful, clearly defined, differentiated, engaging and challenging.

*Why is this important?*

We recognise the utmost importance of getting this right because there is an evidence-based link between disadvantage and having low

*What are you prioritising?*

*How will the Strategic Plan unfold over 4 years?*

aspirations and achieving low outcomes.

- Many students at Guthridge Primary School meet the criteria for being vulnerable or disadvantaged. Their vulnerabilities include poverty, in many cases generational poverty, trauma, living in Out of Home Care and refugee circumstances, and in some cases a co-existence of vulnerabilities.

- Some Guthridge PS families experience real stressors such as: family stress, economic hardship, unemployment, homelessness, violence, alcohol and substance misuse, and mental health problems - all of which can contribute to a child being at risk of experiencing vulnerability and the therefore the risk of them not achieving.

- Students with educational disadvantage can have low attendance rates and if they are not at school, they cannot learn and so the cycle continues.

- Across Australia, the gap is widening between advantaged and disadvantaged students. However, disadvantage should not limit learning potential. We consider every student as a highly capable student, and if we can make sure they are at school every day, then we increase their chance of succeeding and reaching the norms attained by more advantaged children.

- Parents' positive perceptions and aspirations for their children can impact connectedness to school and can result in higher levels of attendance and engagement and increase educational outcomes for students regardless of their disadvantage.

Evaluating impact on learning by:

- building capacity in all staff to analyse and utilise student data to inform and guide planning for classroom instruction that meets the learning, social and emotional needs of all students, and
- a focused and consistent Professional Learning Community approach to build capacity, identify best practice and deliver the most effective teaching and learning practices.

Empowering students and building school pride by:

- elevating the levels of student agency so teachers can guide students to take ownership of their learning and build the capabilities of students to recognise the next steps in their learning, and
- increasing student ownership of their learning to support students to have positive and enriching learning experiences.

Setting expectations and promoting inclusion by:

- promoting school pride, building the school climate and examining the level of consistency that positively impacts the learning, engagement and behaviour of all students, and
- refining and documenting agreed processes for promoting positive student engagement and wellbeing to build accountability for improvement in student outcomes and positive behaviour as the shared responsibility of all staff.

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<b>Goal 1</b>	Improve the learning achievement of every student
<b>Target 1.1</b>	Increase the percentage of students achieving 12 months growth or above from Years 1 to 6 in teacher judgements in: <ul style="list-style-type: none"> <li>• Reading and viewing from 67% to 75%</li> <li>• Number and algebra from 72% to 80%</li> </ul>
<b>Target 1.2</b>	Increase the percentage of Year 5 students assessed meeting or assessed above the benchmark growth measure in NAPLAN from the 2019 threshold in <ul style="list-style-type: none"> <li>• Reading from 74% to 85%</li> <li>• Numeracy from 67% to 85%</li> </ul>
<b>Target 1.3</b>	Increase the percentage of Year 3 students achieving in the top 2 NAPLAN bands in <ul style="list-style-type: none"> <li>• Reading from 59% to 70% and in numeracy from 34% to 45%</li> </ul>
<b>Target 1.4</b>	Increase the percentage of Year 5 students achieving in the top 2 NAPLAN bands in reading from 28% to 40% and in numeracy from 21% to 35%
<b>Target 1.5</b>	Staff Opinion Survey School Climate <ul style="list-style-type: none"> <li>• Increase the whole school component mean factor scores for collective efficacy from 52% to 90% and for academic emphasis from 60% to 90%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Instructional and shared leadership	Ensure the whole school Instructional model is embedded in all teachers' practice
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Build staff capacity to effectively utilise student performance data to inform planning, consistent delivery and assessment at point of need
<b>Key Improvement Strategy 1.c</b> Building communities	Embed the Professional Learning Community's culture of collaborative teamwork, and high performance with individual and collective accountability for improving student-learning outcomes



<b>Goal 2</b>	Further develop student voice and agency in their learning
<b>Target 2.1</b>	Student Attitudes to Schooling Survey Increase the percentage of positive responses in: - the student voice and agency factor from 74% to 90% - the stimulating learning factor from 89% to 92% - the learning confidence factor from 89% to 92%
<b>Target 2.2</b>	Guthridge PS Student Agency Survey Increase the percentage of positive responses to 96%+
<b>Target 2.3</b>	Guthridge PS F-6 Attitudes to School Survey Increase the percentage of positive responses in Student Engagement
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Embed strategies to increase student voice, utilising individual goal setting and two-way feedback
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Build the capacity of student leaders with regular opportunities to represent the whole school and to have input into school decision making
<b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness	Ensure students access an engaging learning environment that encourages students to be resilient, reflective and resourceful



<b>Goal 3</b>	To improve student engagement and wellbeing
<b>Target 3.1</b>	<p>Student Attitudes to Schooling Survey</p> <ul style="list-style-type: none"> <li>• Increase the percentage of positive responses in the effective classroom behaviour factor from 74% to 95%, in resilience from 88% to 97%, in sense of inclusion from 89% to 95% and in respect for diversity from 84% to 95%</li> </ul>
<b>Target 3.2</b>	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>• Increase the percentage of positive responses in the sense of connectedness from 89% to 95%, promoting positive behaviour from 85% to 95% and general satisfaction from 87% to 95%</li> </ul>
<b>Target 3.3</b>	<p>Attendance</p> <ul style="list-style-type: none"> <li>• Increase the student attendance percentage rate from 93% (2018) to 95%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	Develop and document a cohesive whole school approach to building student engagement and positive behaviour that is deeply embedded in staff practice
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Embed a whole school strategy for the teaching of social and emotional health that utilises programs that will improve student wellbeing and safety
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	Developing an effective strategy to improve home school partnerships