

**AXEDALE PRIMARY SCHOOL No. 1008**  
**'Excellence Through Endeavour'**  
**SCHOOL STRATEGIC PLAN**  
**2015-2018**



## Endorsements

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| <p>Endorsement by<br/>School Principal</p>                  | <p>Signed.....<br/>Name Lex Johnstone<br/>Date 24/ 3/2015</p>  |
|   | <p>Signed.....<br/>Name Neil Aurisch<br/>Date 24/3/2015<br/>School Council President's endorsement represents endorsement of School Strategic<br/>Plan by School Council</p> |
| <p>Endorsement by the<br/>delegate of the<br/>Secretary</p> | <p>Signed.....<br/>Name.....<br/>Date.....</p>   |

## School Profile

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| <b>Purpose</b>               | At Axedale Primary School we foster the development of all students to fulfil their academic capabilities as young citizens who care for themselves, their families, their school mates, their town and their global environment.   |
| <b>Values</b>                | <p>The school motto is - 'Excellence Through Endeavour'</p> <p>Our school values are:-</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Honesty</li> <li>• Tolerance/Inclusion</li> <li>• Fairness</li> <li>• Responsibility</li> <li>• Trust</li> <li>• Co-operation</li> <li>• Organisation</li> </ul>   |
| <b>Environmental Context</b> | <p>Axedale is located 20 km east of Bendigo and has served the local community for 145 years. The town was founded on the discovery of gold and there is still a major mine in the area.</p> <p>The school is very centrally located in the town and its highway location provides a high profile site. The school is set on one hectare. The construction of the new BER school building was completed in March 2012 and has provided the town with an excellent facility. The new building provided three spacious learning spaces, a project/assembly/library space, administration areas, internal student toilets and a sick bay. The school has refurbished the original school building to provide a fourth classroom for 2015.</p> <p>Along with the Axedale Pre-School, the Axedale General Store and the Axedale Tavern, the school helps to provide the town with a vibrant hub of involvement for the local community. There is great pride in the town and the saying 'it takes a village to raise a child' certainly applies to Axedale PS students. The school is heavily involved in the activities and events co-ordinated by the Axedale Our Town our Future Committee.</p> <p>The curriculum areas of Literacy and Numeracy are key areas for continual improvement in both student achievement and building teacher capacity. Literacy is completed in a two hour block at the start of every day. Common timetabling times allows some movement between grades for some students in literacy and numeracy. Data collection and whole staff analysis encourages all teachers to take ownership of whole school improvement.</p> |

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|                                 | <p>A key feature of our specialist subject rotations is that all teachers teach all students P-6 which assists in staff developing meaningful connections with all students. Specialist classroom programs include Art, Music, Singing/Choir, Physical Education/Health, Environmental Science, Indonesian and ICT.</p> <p>Quality Transition Programs are provided for both K-P and 6-7. We run a four session transition program in November/December which also provides an opportunity for Parent Information Sessions. As part of 6-7 transition, we have a number of visits from BSE through the year and we take our relevant Gr. 6 cohort to Bendigo South East and Weeroona Colleges during Term Four. Our Student Well Being Worker is part of this day and maintains contact with the BSE Chaplain during Term One of the following year.</p> <p>A special feature of the school is a high level of community engagement. Parents and community members provide strong support for the school on a daily basis in classrooms and other activities including sporting programs, gardening, classroom assistance, special programs, minor maintenance and working bees.</p> <p>In 2011 our enrolment was 38 and has doubled by 2015 to 78. Continued growth is projected which will be a key area for future planning.</p> <p>The SFO of the school has fluctuated over the last 5 years. The overall trend during this time indicates a school community whose level of need and support is gradually increasing. In 2012 our SFO was 0.5778 increasing to 0.6229 in 2015.</p> <p>Everything that is completed at Axedale is student focused and sits under the banner of “Excellence Through Endeavour”.</p> |
| <p><b>Service Standards</b></p> | <p>Specific</p> <ul style="list-style-type: none"> <li>● Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</li> <li>● Students will play an active part in the development and review of the school’s behaviour policies.</li> <li>● All teachers will provide timely and targeted feedback to students on their work.</li> </ul> <p>General</p> <ul style="list-style-type: none"> <li>● The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>● The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.</li> <li>● The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>● The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>● All students will receive instruction that is adapted to their individual needs.</li> </ul>  |

**Strategic Direction**

| <b><u>ACHIEVEMENT</u></b> | <b>Goals</b>  | <b>Targets AUSVELS.</b>   | <b><u>KEY IMPROVEMENT STRATEGIES</u></b>  |
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|                           | <p>To improve learning outcomes for all students, particularly in the key areas of Literacy and Numeracy.</p> | <p>80-85% of students deemed capable to be working at or above C standard</p> <p>ON DEMAND<br/>All students deemed capable show at least 1.0 growth in Reading, Spelling and Number</p> <p>NAPLAN<br/>Matched cohort growth indicates expected or more than expected progress over the two year period.</p> | <p>To build teacher capacity to teach writing including spelling, grammar, punctuation and structure to improve writing outcomes across the whole school.</p> <p>To develop a whole school approach to teaching and learning in numeracy with a focus on student growth across years 3 to 5.</p> <p>To develop systems for identifying and using data to ensure point of need teaching and learning programs.</p> |

| <b><u>ENGAGEMENT</u></b> | <b><u>GOAL</u></b>   | <b><u>TARGETS</u></b>  | <b><u>KEY IMPROVEMENT STRATEGIES</u></b>   |
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|                          | <p>To ensure that students are engaged and motivated in their learning and well connect with the school and with their peers</p> | <p><b>PARENT OPINION SURVEY</b><br/>Student Engagement to be above state average.</p> <p><b>STUDENT ATTITUDES TO SCHOOL</b><br/>Teaching and Learning areas be above state average</p> <p><b>STAFF OPINION SURVEY</b><br/>By 2018 Academic Emphasis increase to 600 and remain in the top third of the state.</p> <p>By 2018 Teacher Collaboration to be at 650+ and remain in the top third of the state</p> <p>By 2018 Collective Focus on Student learning to be at 650+ and remain in the top third of the state.</p> <p>By 2018 Guaranteed and Viable Curriculum 650+ and remain in the top third of the state.</p> <p>Absence data to be below state average for the period of the strategic plan.</p> | <p>Develop a whole school approach to teaching and promoting school wide values.</p> <p>Create opportunities within the school community for student voice and leadership.</p> <p>Develop a whole school approach to improving attendance.</p> |

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| <p><b><u>WELLBEING</u></b></p>    | <p><b><u>GOAL</u></b></p> <p>To ensure a safe, orderly and stimulating environment for all students</p> | <p><b><u>TARGETS</u></b></p> <p>PARENT OPINION SURVEY<br/>Student Behaviour to be above state average.</p> <p>Student Safety to be above state average.</p> <p>STUDENT ATTITUDES TO SCHOOL<br/>Student Distress areas be above state average.<br/>Student Morale be at or above state average.<br/>School Connectedness to be at or above state average.</p> | <p><b><u>KEY IMPROVEMENT STRATEGIES</u></b></p> <p>To review and refine our transition program.</p> <p>To develop an induction program to include all stakeholders in our school.</p> <p>Develop a whole school approach to wellbeing supporting students, staff and families.</p>  |
| <p><b><u>PRODUCTIVITY</u></b></p> | <p><b><u>GOAL</u></b></p> <p>To ensure that all resources are managed effectively.</p>                  | <p><b><u>TARGETS</u></b></p> <p>PARENT OPINION SURVEY<br/>General Satisfaction to be in the fourth quartile</p> <p>.</p>   | <p><b><u>KEY IMPROVEMENT STRATEGIES</u></b></p> <p>Develop a whole school approach to support growth in enrolments that includes quality teaching and learning programs, assessment and reporting processes and teacher development.</p> <p>Develop consultative processes to guide the strategic allocation of funds to the benefit of teaching and learning</p> |

### School Strategic Plan 2014- 2018: Indicative Planner

| Key Improvement Strategies   |               | Actions  | Achievement Milestone  |
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| <p><b>Literacy</b></p> <p>To build teacher capacity to teach writing including spelling, grammar, punctuation and structure to improve writing outcomes across the whole school.</p> | <p>Year 1</p> | <p>Audit and modify as appropriate the Whole School Teaching and Learning Model to build consistency across classrooms.</p> <p>Audit and modify graduate teacher induction and mentor program.</p> <p>Staff participate in writing professional development.</p> <p>A Whole School Writing Improvement Plan developed.</p> <p>Writing Plan to establish standard expectations across classrooms with a specific target of improving grammar, spelling, expressive and descriptive writing achievement across the school.</p> <p>Writing Moderation activities to be undertaken with the Bendigo Rural Schools Network to build teacher capacity and share best practice.</p> <p>Specific Literacy Support Program for Grade 1 students deemed at risk. Two students per semester to be involved.</p> | <p>Audit complete.</p> <p>Audit complete. Modified program in place.</p> <p>PD completed.</p> <p>Whole School Writing Improvement plan developed.</p> <p>Expectations across all levels developed.</p> <p>Moderation activities undertaken. Teacher's knowledge and skill increases.</p> <p>Literacy support program in place.</p> |



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| <p><b>Numeracy</b></p> <p>To develop a whole school approach to teaching and learning in numeracy with a focus on student growth across years 3 to 5.</p> <p><b>Assessment</b></p> <p>To develop systems for identifying and using data to ensure point of need teaching and learning programs.</p> | <p>Implementation of Jolly Phonics program in the early years grades.<br/>Parent Information sessions conducted.</p> <p>Speech Therapy Intervention programs operating.</p> <p>Audit existing whole school approach to teaching numeracy.</p> <p>Develop / source suitable program to support numeracy growth in all students with a focus on years 3 – 5.</p> <p>Audit and modify the Whole School Accountability and Assessment Policy.</p> <p>Continue to implement ILP's for all students. Set and meet ILP targets based on real and regular evidence.</p> <p>Student Performance Analyser (SPA) used for student performance data collation, discussion and analysis.</p> <p>Involve students in Grades 2 to 6 in the analysis of their own SPA data as a key element in setting their own goals for learning.</p> | <p>Jolly Phonics in place.</p> <p>Programs in place.</p> <p>Audit complete.</p> <p>Program in place.</p> <p>Audit complete and effective/fluid Assessment Schedule in place</p> <p>ILP's in place for all students.</p> <p>SPA in place and used as part of everyday practice.</p> <p>Student analysis and ownership actively in place.</p> |
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|  |        | <p>OnDemand testing be completed at least three times a year to measure and monitor progress. Extra individual testing as required.</p> <p>Whole staff NAPLAN data analysis to monitor progress and share in developing intervention planning for individual students.</p>   | <p>OnDemand completed 3 times a year.</p> <p>Staff analysis in place.</p>  |
|  | Year 2 | <p>Implement Whole School Teaching and Learning Model to build consistency across classrooms.</p> <p>Implement graduate teacher induction and mentor program as required.</p> <p>Implement a Whole School Writing Improvement Plan.</p> <p>Continue Specific Literacy Support Program for Grade 1 students deemed at risk.</p> <p>Review Jolly Phonics program in the early year's grades.</p> <p>Continue Speech Therapy Intervention programs.</p> <p>Implement suitable program to support numeracy growth in all students with a focus on years 3 – 5.</p> <p>Implement Whole School Accountability and Assessment Policy.</p> | <p>Model implemented.</p> <p>Induction program in place</p> <p>Writing program in place.</p> <p>Literacy support program in place.</p> <p>Review completed.</p> <p>Intervention programs in place.</p> <p>Numeracy program in place.</p> <p>Assessment policy implemented.</p> |

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|  |        | <p>Review and refine existing ILP's.</p> <p>Continue to use Student Performance Analyser (SPA).</p> <p>Continue to involve students in Grades 2 to 6 in the analysis of their own SPA data.</p> <p>Review frequency of OnDemand testing.</p> <p>Continue whole staff NAPLAN data analysis</p>   | <p>Review completed.</p> <p>SPA in place.</p> <p>Students in 2-6 analyzing own data.</p> <p>Review completed.</p> <p>NAPLAN analysis in place.</p>   |
|  | Year 3 | <p>Continue to implement Whole School Teaching and Learning Model.</p> <p>Continue induction and mentor programs</p> <p>Continue to implement a Whole School Writing Improvement Plan.</p> <p>Continue to implement suitable program to support numeracy growth.</p> <p>Continue to implement Whole School Accountability and Assessment Policy.</p> <p>Continue to implement ILP's.</p> <p>Continue to use Student Performance Analyser (SPA).</p> | <p>Model continued.</p> <p>Induction and mentor programs continued.</p> <p>Writing plan in place.</p> <p>Numeracy program in place.</p> <p>Policy in place.</p> <p>ILP's in place.</p> <p>SPA use continued.</p> |

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|                   |        | <p>Continue to involve students in Grades 2 to 6 in the analysis of their own SPA data.</p> <p>Continue whole staff NAPLAN data analysis</p>  | <p>Student analysis continued.</p> <p>NAPLAN analysis in place.</p>   |
|                   | Year 4 | <p>Review Whole School Teaching and Learning Model.</p> <p>Review induction and mentor programs.</p> <p>Review Whole School Writing Improvement Plan.</p> <p>Review Whole School Numeracy Program.</p> <p>Review Whole School Accountability and Assessment Policy.</p> <p>Review ILP's.</p> <p>Review use of Student Performance Analyser (SPA).</p> | <p>All reviews complete.</p>  |
| <b>Engagement</b> | Year 1 | <p>Review existing whole school approach to teaching and learning with an emphasis on our school values.</p> <p>Develop a 'School Values' policy and implementation program.</p> <p>Promote school wide values with explicit teaching of values and the skills involved in the application of values</p>  | <p>Review completed and recommendations shared with all staff</p> <p>Policy developed and implemented.</p> <p>Evidence provided in staff weekly planners.</p> |

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|  |        | <p>Teaching and promoting emotional intelligence through the Wilson McCaskill strategies.</p> <p>To continually modify and update the rolling yearly planners of themes to be covered in the classrooms.</p> <p>Create opportunities within the school community for student voice and leadership.</p> <p>Continue to support student participation in the Young Leaders Conference.</p> <p>Review current attendance policy and practices.</p> <p>Develop a Whole School approach to regular attendance.</p> | <p>Wilson McCaskill implemented across all grade Levels.</p> <p>Year planners updated.</p> <p>Leadership program in place.</p> <p>Students participate in YLP.</p> <p>Review completed and recommendations shared with all staff.</p> <p>Attendance policy developed.</p> |
|  | Year 2 | <p>Continue to implement a 'School Values' policy and program.</p> <p>Continue to promote school wide values with explicit teaching of values and the skills involved in the application of values</p> <p>Teaching and promoting emotional intelligence through the Wilson McCaskill strategies.</p> <p>Revisit and refine yearly planners of themes.</p> <p>Review student voice and leadership programs.</p>  | <p>School values embedded in daily practice.</p> <p>Year planners reviewed.</p> <p>Review completed.</p>  |

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|  |        | Continue to support student participation in the Young Leaders Conference.<br><br>Review Whole School approach to attendance.   | Students participate in YLP.<br><br>Review completed.   |
|  | Year 3 | Review 'School Values' policy and program including Wilson McCaskill strategies.<br><br>Implement Yearly planners of themes.<br><br>Implement refined student leadership program.<br><br>Implement Whole School approach to attendance. | Review complete.<br><br>Planners embedded into practice.<br><br>Student Leadership program in place.<br><br>Positive attendance embedded in whole school. |
|  | Year 4 | Follow up actions from whole school evaluation of school engagement programs<br><br>Review Whole School approach to attendance.   | Evaluation complete.<br><br>Review complete.  |
| <b>Wellbeing</b><br><br>To review and refine our transition program.<br><br>To develop an induction program to include all stakeholders in our school. | Year 1 | Review existing transition program.<br><br>Develop a whole school approach to transition including all levels of transition.<br><br>Review existing induction program.  | Review completed<br><br>Transition program developed.<br><br>Review completed   |

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| Develop a whole school approach to wellbeing supporting students, staff and families. |        | <p>The role of the Student Wellbeing Officer be continued and that wellbeing be an element of future Individual Learning Plans</p> <p>Provide a range of class based, gender based and whole school activities to build peer connectedness</p> <p>Plan effectively for the inclusion of PSDMS students</p> <p>Implement a ‘buddy’ from the school’s existing parent group to any new family to assist their ‘induction’ into the school, and to encourage and guide initial involvement in school and community activities</p> | <p>SWO role in place.</p> <p>Activities developed.</p> <p>Plan for PDMS developed. PSG Meetings held 3<sup>rd</sup> week of every term.</p> <p>Buddy/Induction program developed.</p>               |
|   | Year 2 | <p>Implement our whole school approach to transition including all levels of transition. Continuation of strong K-P and 6-7 transition projects</p> <p>Student Wellbeing Officer role be continued and enhanced</p> <p>Review of class based, gender based and whole school activities to build peer connectedness</p> <p>Review Plan for the inclusion of PSDMS students</p>  | <p>Transition program and projects in place.</p> <p>SWO role continued.</p> <p>Review completed. Recommendations shared with staff.</p> <p>Review completed. Recommendations shared with staff.</p> |

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|   |        | Review parent induction program.   | Review completed. Recommendations shared with staff.   |
|   | Year 3 | Develop a suite of tools to seek feedback from all transition stakeholders.<br>Implement feedback process.<br><br>Review SWO role.<br><br>Engage parents to develop new whole school approach to induction.  | Feedback sought and analysed.<br><br>SWO role reviewed. Recommendations shared with staff.<br>Draft induction program developed. |
|   | Year 4 | Implement new whole school transition program.<br><br>If required, new SWO role developed.<br><br>Induction program developed and implemented.   | Transition program in place.<br><br>SWO role in place.<br><br>Induction program implemented.                                     |
| <b>Productivity</b><br>Develop a whole school approach to support growth in enrolments that includes quality teaching and learning programs, assessment and reporting processes and teacher | Year 1 | Produce a Staff Information Manual that informs current, new and graduate staff on all operational details<br><br>Strategic SRP planning to cater for Graduate staff, Education support staff, OHS & grounds development, resource improvement and still leave a surplus for future staff flexibility. | Staff Information Manual produced.<br><br>SRP plan developed.  |



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| <p>development.</p> <p>Develop consultative processes to guide the strategic allocation of funds to the benefit of teaching and learning</p> |               | <p>Develop consultative processes to guide the strategic allocation of funds.</p> <p>To involve School Council and Finance Committee in key productivity decisions and directions.</p> <p>To actively ascertain likely future enrolments as part of planning the appropriate staffing profile and facilities allocation.</p> <p>Provide targeted professional development in Numeracy (Mike Ymer), whole school writing development and assessment.</p> <p>Ensure that School Council members are upskilled in the necessary responsibilities and functions of their role in leading growth and managing change.</p> | <p>Consultative process in place.</p> <p>School Council and Finance Committee to drive whole school discussions and development of a Whole School Grounds Masterplan.</p> <p>Future enrolments documented.</p> <p>Targeted PD plan in place and implemented.</p> <p>School Council skills development program developed and implemented.</p> |
|  | <p>Year 2</p> | <p>Regular review and refinement of Staff Information Manual.</p> <p>Continue strategic SRP planning to cater for Graduate staff, Education support staff, OHS &amp; grounds development, resource improvement and still leave a surplus for future staff flexibility.</p> <p>Continue consultative processes to guide the strategic allocation of funds.</p>  | <p>SIM reviewed. Recommendations shared with staff.</p> <p>Regular strategic planning sessions conducted.</p> <p>Consultative process in place.</p>  |

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|  |        | <p>Continue to involve School Council and Finance Committee in key productivity decisions and directions.</p> <p>Revisit enrolment predictions to support future planning.</p> <p>Continue to provide targeted professional development for both staff and school council.</p>   | <p>SC involvement documented.</p> <p>Regular reviews held.</p> <p>Targeted PD plan in place.</p>  |
|  | Year 3 | <p>Regular review and refinement of Staff Information Manual.</p> <p>Continue strategic SRP planning to cater for Graduate staff, Education support staff, OHS &amp; grounds development, resource improvement and still leave a surplus for future staff flexibility.</p> <p>Continue consultative processes to guide the strategic allocation of funds.</p> <p>Continue to involve School Council and Finance Committee in key productivity decisions and directions.</p> <p>Revisit enrolment predictions to support future planning.</p> <p>Continue to provide targeted professional development for both staff and school council.</p> | <p>SIM reviewed.</p> <p>Regular strategic planning sessions conducted.</p> <p>Consultative process in place.</p> <p>SC involvement documented.</p> <p>Regular reviews held.</p> <p>Targeted PD plan in place.</p> |

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|  | Year<br>4 | <p>Regular review and refinement of Staff Information Manual.</p> <p>Continue strategic SRP planning to cater for Graduate staff, Education support staff, OHS &amp; grounds development, resource improvement and still leave a surplus for future staff flexibility.</p> <p>Continue consultative processes to guide the strategic allocation of funds.</p> <p>Continue to involve School Council and Finance Committee in key productivity decisions and directions.</p> <p>Revisit enrolment predictions to support future planning.</p> <p>Continue to provide targeted professional development for both staff and school council.</p> | <p>SIM reviewed.</p> <p>Regular strategic planning sessions conducted.</p> <p>Consultative process in place.</p> <p>SC involvement documented.</p> <p>Regular reviews held.</p> <p>Targeted PD plan in place.</p> |
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