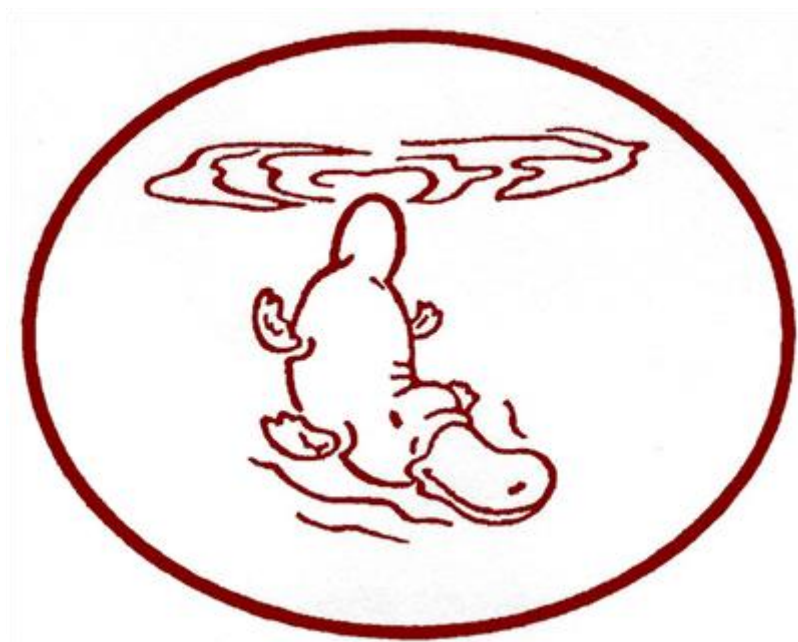


# School Strategic Plan 2018-2022

Axedale Primary School (1008)



Submitted for review by Corrina Hartland (School Principal) on 01 February, 2019 at 04:51 PM

Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 01 February, 2019 at 04:56 PM

Endorsed by Neil Aurisch (School Council President) on 13 February, 2019 at 05:32 PM

# School Strategic Plan - 2018-2022

Axedale Primary School (1008)

<b>School vision</b>	At Axedale Primary School, we aspire to be an outstanding rural school with a mission to provide a safe and effective learning environment in which each and every student can achieve their personal best. We celebrate individual differences and respect and acknowledge the diverse range of interests, skills, and experiences reflected in our school community. We support our students and staff to maximise individual and collective success, both in and out of the classroom.
<b>School values</b>	<p>Axedale Primary School promotes positive relationships amongst all students, staff, school and the wider community. We foster the development of self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. Axedale Primary School believes students, staff, parents and the wider community should model respectful relationships.</p> <p>Our citizenship values are:</p> <ul style="list-style-type: none"> <li>• Respect—Look after people and property</li> <li>• Personal Best—Be the best student and person you can be</li> <li>• Resilience—Never give up, no matter how hard it seems</li> <li>• Co-operation—Behave and play well; always include others</li> </ul> <p>Together with the school's motto, 'Excellence Through Endeavour', we are continually reflecting on ways to enrich and expand the relationships that make our school community so special.</p> <p>An Expected Behaviours Matrix articulates what we expect of our students under each of the values.</p>
<b>Context challenges</b>	<p>Axedale Primary School is located in the City of Greater Bendigo approximately 20 kilometres from Bendigo. The school grounds include three main buildings for administrative and classroom instruction. The grounds include adventure playgrounds, a multi-purpose oval, sealed courts and garden areas. Over the last four years, enrolments have increased from 60 to 135 students. School staff work hard to ensure that smooth transitions occur and links with parents are established.</p> <p>In the past four years, the school has been viewed by families as providing a supportive setting for students with additional learning needs. This has required staff to undertake ongoing professional learning to ensure that classroom and school programs are inclusive.</p> <p>In late 2018 a whole school instruction model was developed. Whilst still in the early stages of implementation, the school recognises there is work to be done to refine the model and teacher practices to support differentiation, point of need teaching, zone of proximal development and gradual release of responsibility. It is recognised that further teacher input, observational feedback and professional learning for staff is required to ensure that the instructional model is evidence-based and achieves improved outcomes</p>

	<p>for students.</p> <p>Throughout 2017 and 2018, work was undertaken to document whole school planning processes. As a result, annual, term and weekly planning documents were introduced. The school review identified the need for consistency in curriculum documentation and alignment to the Victorian Curriculum.</p> <p>A significant focus in 2018 was the establishment of team planning expectations. Weekly planning meetings were implemented with the expectation of teams discussing / analysing collected data, planning common units of work, discussing student management, sharing of resources and expertise. Supporting teacher collaboration as the school continues to grow in enrolments will remain an ongoing challenge.</p> <p>Axedale Primary School's Junior School Council (JSC) allows students to have input into decisions across the school regarding playgrounds, community involvement, portfolios / learning diaries and gardening projects. Students across all year levels contributed to the setting of school values, resulting in high levels of school pride and a positive school culture. As a result of the recent school review, it has been established that a common understanding of student voice and agency is required. Future work will involve establishing clarity in definition, depth of understanding, consistency in staff perceptions and a whole school approach to student voice, agency and leadership.</p>
<b>Intent, rationale and focus</b>	<p>Axedale Primary School is trying to:</p> <ol style="list-style-type: none"> <li>1. Embed evidence based instructional practices, with high expectations of teaching and learning.</li> <li>2. Embed an evidence based model for planning and teaching of Literacy and Numeracy which is aligned with the Victorian Curriculum.</li> <li>3. Build teacher data literacy skills to inform collaborative planning for differentiated and point of need teaching.</li> <li>4. Review and develop organisational structures and instructional leadership to improve teacher capacity.</li> <li>5. Develop a whole school approach to activating student voice, agency and leadership.</li> <li>6. Develop well-adjusted, resilient and self-regulating students who are prepared for the world around them.</li> </ol> <p>These are important, and prioritised, as they will improve the learning growth for all students in Literacy and Numeracy, whilst also equipping students with skills and strategies that will allow them to navigate their way through the diverse and varied life experiences and environments they encounter.</p>



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<b>Goal 1</b>	To improve literacy and numeracy outcomes for all students.
<b>Target 1.1</b>	Year on year growth in NAPLAN percentages of students with medium and high growth at Year 5 in Reading and Writing
<b>Target 1.2</b>	Year on year growth in NAPLAN percentages of students with medium and high growth at Year 5 in Numeracy
<b>Target 1.3</b>	Year on year growth in NAPLAN percentages of students in Years 3 & 5 in the top 2 bands for Reading, Writing and Numeracy.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop and embed an evidenced based Instructional Model
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build data literacy skills to inform collaborative planning for differentiated teaching
<b>Key Improvement Strategy 1.c</b> Instructional and shared leadership	Review, clarify and develop organisational structures and instructional leadership to build teacher capacity and a whole school approach to an adult learning culture
<b>Key Improvement Strategy 1.d</b> Curriculum planning and assessment	Develop and implement a whole school scoped and sequenced curriculum aligned to the Victorian Curriculum.

<b>Goal 2</b>	To empower students as self-regulated and resilient learners.
<b>Target 2.1</b>	The percentage of positive responses in the domains of Learning Characteristics and Disposition and Social Engagement in the Attitudes to School Survey to be at or above 90% by 2022.
<b>Target 2.2</b>	The percentage of positive responses to the factor of <i>Use Student Feedback to Improve Practice</i> (Module – Teaching and Learning – Evaluation) in the School Staff Survey to be at or above 90% by 2022.
<b>Target 2.3</b>	The percentage of positive responses in the domain of Student Development in the Parent Opinion Survey to be at or above 90% by 2022.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop a whole school approach to activate student voice, agency and leadership in student learning
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop a whole school approach for student to staff feedback for increased student voice
<b>Key Improvement Strategy 2.c</b> Health and wellbeing	Develop and embed a whole school framework for student well-being