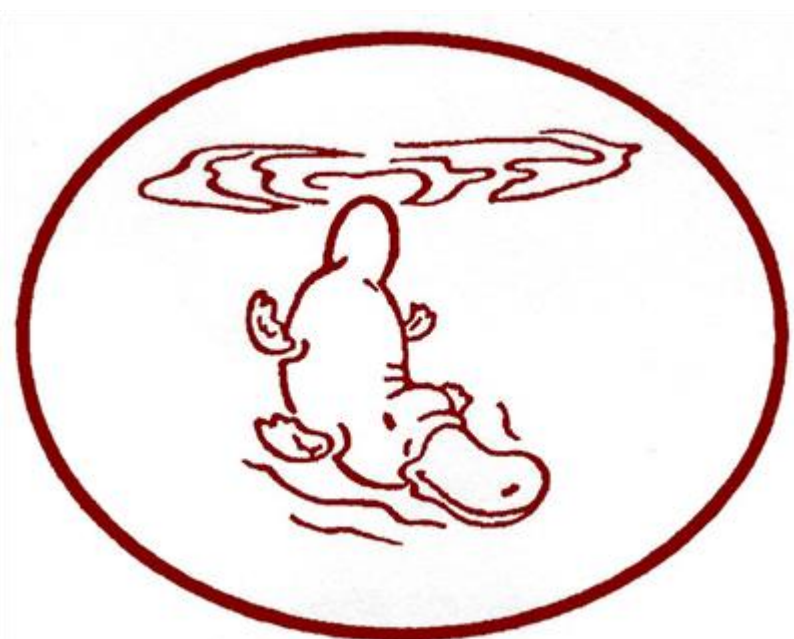


School Strategic Plan 2022-2026

Axedale Primary School (1008)



Submitted for review by Corrina Hartland (School Principal) on 17 January, 2023 at 03:17 PM

Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 17 January, 2023 at 03:20 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

Axedale Primary School (1008)

School vision	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.
School values	Axedale Primary School promotes positive relationships between 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. As part of our everyday language, we focus on four broad values: • Respect • Personal Best • Resilience • Co-operation 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.
Context challenges	Axedale Primary School is situated 20kms from Bendigo and has served the community for 152 years since opening in 1870. The setting is a rural environment that is safe, attractive and provides a stimulating learning environment. The school has spacious outdoor areas aimed at meeting the needs of all students. Outdoor play spaces, including an inclusive play space and a community funded roofed basketball court provide opportunities for students to play outdoors and for lessons in physical education / sport to be conducted, despite weather conditions. Axedale Primary School provides all students with programs in all curriculum areas. We are very proud of our rich Arts program (visual and performing arts), with the school rock band performing locally at community events and winning a national Future Stars competition. A school choir, consisting of students from years 1-6 also perform at community events. Axedale Primary School fosters a culture of contributing to and being involved in, a strong local community. There is a strong partnership between students, parents, staff and the broader community. Established community links with 'Axedale – Our Town Our Future', Axedale CWA, Axedale CFA, the North Central Catchment Management Authority, Landcare and Bendigo-Kilmore Rail Trail group provide opportunities for the school and students to be involved in and contribute back to the community.

	There is strong tradition of parent engagement, involving parent helpers in classrooms, participation in class and whole school events, fund raising and general support. Sadly, this engagement was severely impacted during the pandemic years. We are working hard to re-engage and re-establish strong connections with parents. We continue to work with students funded through Disability Inclusion Tier 3, as well as those requiring a reasonable adjustment, supported through Tier 2 funding. Staff have continued to undertake training to ensure classroom and school programs are inclusive and meet the needs of all students. Consistency in teaching practices across the school continues to be an area of focus. Significant time and resources in the last 4 years have been allocated to developing staff capabilities and improving student outcomes in Reading and Viewing. Developing whole school consistency in planning, teaching and assessing of all curriculum areas but specifically, writing and mathematics will be a focus moving forward. PLC processes will play a significant role in developing consistent evidence based practices across the school. Whilst significant periods of time were spent in and out of Remote and Flexible Learning, Axedale Primary School staff worked extremely hard to provide learning opportunities for all students. Lessons, resources and support were offered across all curriculum areas, with communication maintained with all families. As a community, we overcame challenges in availability of reliable technology to communicate via phone calls, Webex Meetings, emails, digital platforms such as uEducateUs and Google to ensure levels of connectedness were maintained. Supervision and support was also provided to students who were onsite during these challenging times. Student wellbeing and engagement continues to be a focus at Axedale Primary School. A Chaplain is employed for two days per week to support students, families and staff in wellbeing and engagement. We introduced The Resilience Project in 2021, with all students engaging in weekly lessons and families supported to access parent resources. Rights, resilience and respectful relationships curriculum form an important part of the wellbeing curriculum.
Intent, rationale and focus	Axedale Primary School is working to achieve the following: * Increased teacher capacity in the use of data to inform teaching and learning. * Increased focus on Numeracy and Writing, maintenance of success in Reading and Viewing. * Increase the percentage of Year 5 students at and above Benchmark NAPLAN growth in reading, writing and numeracy. * Increase the percentage of Year 3 students in the top 2 NAPLAN bands in reading, writing and numeracy. * Increase the percentage of Year 5 students in the top 2 NAPLAN bands in reading, writing and numeracy. * Increase positive responses on the Staff Opinion Survey factors: • Moderate assessment tasks together • Collaborate to plan curriculum

	• Collaborate to scaffold student learning • Time to share pedagogical knowledge • Seek feedback to improve practice. * Increase positive response on the Staff Opinion Survey factors: • Use student feedback to improve practice • Promote student ownership of learning * Increase positive responses AtoSS factors: • Student voice and agency • Self-regulation and goal setting • Perseverance * Increase positive responses on the Parent Opinion Survey factors: • Student voice and agency • Student motivation & support Our intent is important because the world our students live in is continually evolving (challenging, social, confronting, rewarding, engaging etc) and we must ensure that our students are equipped with the necessary tools / skills (academically, socially, self-regulated, resilient, hard working etc) to enable them to experience success. We are prioritising numeracy and writing skills, goal setting, ownership of learning and student voice and agency, the development of sound social skills while incorporating gratitude, empathy and mindfulness (TRP) and RRRR curriculum. We acknowledge the importance of delivering a varied inclusive curriculum, meeting the needs and interests of all students.
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Goal 1	To improve student learning growth and achievement in numeracy and literacy.
Target 1.1	By 2026, increase the percentage of Year 5 students at and above Benchmark NAPLAN growth in: • Reading from 86% (2021) to 90% • Writing from 57% (2021) to 75% • Numeracy from 66% (2021) to 75%
Target 1.2	By 2026, increase the percentage of Year 3 students in the top 2 NAPLAN bands: • Reading from 38% (2022) to 50% • Writing from 38% (2022) to 45% • Numeracy from 25% (2022) to 40%
Target 1.3	By 2026, increase the percentage of Year 5 students in the top 2 NAPLAN bands: • Reading from 40% (2022) to 45% • Writing from 40% (2022) to 43% • Numeracy from 21% (2022) to 30%

Target 1.4	By 2026, increase positive responses on the School Staff Survey factors: • <i>Moderate assessment tasks together</i> from 60% (2022) to 75% • <i>Collaborate to plan curriculum</i> from 60% (2022) to 80% • <i>Collaborate to scaffold student learning</i> from 60% (2022) to 75% • <i>Time to share pedagogical knowledge</i> from 60% (2022) to 70% • <i>Seek feedback to improve practice</i> from 60% (2022) to 70%
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop staff capacity to collaboratively use data and evidence to inform planning and assessment
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement and embed the consistent use of instructional models
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teacher practice through strengthening of PLC moderation and feedback processes
Goal 2	To improve student voice, agency and leadership
Target 2.1	By 2026, increase positive response on the School Staff Survey factors

	• <i>Use student feedback to improve practice</i> from 80% (2022) to 85% • <i>Promote student ownership of learning</i> from 80% (2022) to 85%
Target 2.2	By 2026, increase the percent positive responses score on AtoSS for the following factors: • <i>Student voice and agency</i> from 65% (2022) to 70% • <i>Self-regulation and goal setting</i> from 87% (2022) to 90% • <i>Perseverance</i> from 74% (2022) to 78%
Target 2.3	By 2026, increase positive responses on the Parent Opinion Survey for the following factors: • <i>Student voice and agency</i> from 86% (2021) to 90% • <i>Student motivation & support</i> from 79% (2021) to 82%
Target 2.4	BY 2026, reduce the percentage of students with >20 days of absence from 23% (2021) to 16%.
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher and student capacity to give and receive feedback to improve student learning growth
Key Improvement Strategy 2.b	Develop and embed school community knowledge around student voice and agency

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop student capacity to set goals and monitor their own learning
Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a student leadership framework