

2024 Annual Report to the School Community

School Name: Axedale Primary School (1008)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 27 March 2025 at 02:26 PM by Corrina Hartland (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 27 March 2025 at 02:28 PM by Corrina Hartland (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Axedale Primary School is a positive learning community that focuses on developing each individual student to their full potential. We believe in developing each individual by offering a variety of activities that allow students to experience a wide range of academic and social learning. It is important to us that each student is valued and that the learning programs truly cater for each individual. As a community, we work in partnership with parents and carers to ensure students are successful in their learning and wellbeing.

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 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.

As part of our everyday language, we focus on four broad values:

- Respect – look after people and property
- Personal Best – be the best student and person you can be
- Resilience – never give up, no matter how hard it seems, keep trying
- Co-operation – behave and play well, always include others

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.

In 2024, our enrolment of 99 included 48 female and 51 male students. The Student Family Occupation and Education index (SFOE) band value was recorded as Low-Medium. Our 99 students were placed in five classes, which consisted of a Foundation (Prep) class, a Grade 1/2 class, a Grade 2/3 class, a Grade 4/5 class and a Grade 6 class. The staffing profile consisted of Principal, Business Manager, 5 classroom teachers, 3 part time teachers (who worked at various times across the year), 2 part time Education Support Staff and 3 teachers who attend APS 1 day each per week or fortnight.

Weekly specialist classes were offered in Art, Music, Physical Education, LOTE: Auslan, Digital Technologies, Health and Science. Fortnightly access to the MARC Van was provided. Teachers worked in two collaborative teams (Junior and Senior) to plan student learning. Teaching was informed by student data and other evidences of learning and the individual needs of students were catered for through individual education plans.

Axedale Primary School is situated 20kms from Bendigo and has served the community for 154 years, since opening in 1870. The setting is a rural environment that is safe, attractive and provides a stimulating learning environment.

Axedale Primary School promotes positive relationships between all students, staff and the school and wider Axedale 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In line with the 2024 Annual Implementation Plan, our Key Improvement Strategies were:

- improving learning growth and achievement in numeracy and literacy
- to develop and implement a student leadership framework.

To support this work, we utilised regular Teaching & Learning meetings to discuss development and implementation of a new Instructional Model for Mathematics. Staff participated in professional development sessions based on Victorian Curriculum Mathematics 2.0 and trialled elements of the Instruction Model in their classes.

Teacher judgement of students in Years Prep to 6 working at or above age expected standard in English was 92.7%, compared to 84.3% for similar schools and above the State average of 86.4%.

Teacher judgement of students in Years Prep to 6 working at or above age expected standard in Mathematics was 91%, compared to 85.4% for similar schools and the State average of 85.9%.

The 2024 NAPLAN results were pleasing.

Our results for students in Year 3 in the Strong or Exceeding proficiency levels showed the following comparison with other schools:

- Reading - 75% of our students compared to 66.6% for similar schools, with the State average being 68.7%.
- Numeracy - 66.7% of our students compared to 65% for similar schools, with the State average being 65.5%.

Our results for students in Year 5 in the Strong or Exceeding proficiency levels showed the following comparison with other schools:

- Reading - 72.7% of our students compared to 72% for similar schools, with the State average being 73%.
- Numeracy - 70% of our students compared to 64.7% for similar schools, with the State average being 67.3%.

Students in the Program for Students with Disabilities (PSD) and Disability Inclusion Tier 3 students successfully worked through Individual Education Plans (IEPs) with targeted goals and strategies catering for the different learning and social/emotional needs. IEPs were monitored throughout the year and regular Student Support Group (SSG) meetings ensured a strong home-school partnership to support students.

Our Parent Satisfaction data continues to be positive. Our 2024 data has our Parent, Carer and Guardian Satisfaction endorsement at 92.9% (compared to the State average of 81.6%). This is supported through the Staff survey that shows that 89.7% of our staff agree or strongly agree that our school has a positive school climate (compared to 77.7% state average). A focus for 2025 will be to increase the number of responses for the Parent, Carer and Guardian survey.

Wellbeing

Axedale Primary School is proud of its strong wellbeing programs that support students' physical, mental and emotional health. The health and wellbeing of our students and staff continued to be a key priority across the 2024 school year. Our classrooms remained safe and supportive learning environments for our students and positive teacher-student relationships were a key component to a successful year.

The third year of implementing The Resilience Project (TRP) for all year levels assisted students to further develop and consolidate their understanding and use of the four mental health strategies of gratitude, empathy, mindfulness and emotional literacy. Sessions and regular newsletter articles were used to provide support to parents and carers.

To further support wellbeing, Axedale Primary School used donated funds from a local Trust to top up funds to employ a School Chaplain for two days per week. The Chaplain supported students, in classrooms, small group sessions and one-to-one sessions. Support was also provided to parents/carers and staff. The Chaplain worked with student leaders to organise and conduct a variety of lunch time activities, ranging from arts and crafts to sporting games, as well as facilitating weekly Breakfast Club (conducted 1 day per week).

Tier 2 funds were used to employ additional Education Support staff to work in classrooms, assisting in the provision of reasonable adjustments for students requiring support.

An Axedale Student Passport was introduced in 2024, recognising and celebrating positive student choices in line with the school values. Celebrations were negotiated at class level, with students earning values stickers for their passports. Students had the opportunity to 'trade in' stickers for negotiated celebrations or save them for more substantial celebrations. Feedback from students and staff indicate that the Passports had a positive impact across all year levels.

In 2024 the Attitudes to School Survey (AToSS) was implemented across grades 4, 5 and 6. Student voice and agency data was slightly below network and below similar and state percentages. The positive response for Student Voice and Agency was 60%. Self-regulation and goal setting data was slightly above network schools and within 3% of similar and state percentages. Perseverance data was below similar, network and state data. Across all data sets, the grade 5 cohort data was stronger than the grade 4 and grade 6 cohort data. Data has been analysed by staff, with strategies identified to address areas of concern.

Staff participated in professional development sessions based on the High Impact Wellbeing Strategies and continue to develop an understanding of the importance of these for student, parent / carer and staff wellbeing. Detailed and confidential welfare documentation is maintained through an online School Management System, with appropriate support services engaged as needed. A Speech Therapy Assistant program (SPAiDES) for students who have been assessed and identified as requiring support, was also offered.

Engagement

In 2024 Axedale Primary School staff continued to work with families to ensure students attended school and actively participated in their learning. The school sent daily SMS messages to parents requesting them to notify the school of any absences, regular letters requesting unexplained

absence explanations and emails / phone calls for students with absences longer than two days. Staff worked closely with families to ensure any potential student engagement concerns were addressed promptly, promoting a home / school partnership. School leadership along with the Chaplain identified families requiring additional support to assist with student engagement. Regular check-in with these parents and students supported attendance and engagement. Axedale Primary School recorded an average absence rate of 20.1 days in 2024, compared to similar schools (21.1) and State average (21.8). This is higher than our 4-year average of 16.9 days. In 2025 the school will continue to promote positive attendance through classroom conversations and school communications.

Student Representative Council (SRC) was implemented across all year levels. Staff were appointed to coordinate SRC, with student leadership positions allocated and regular meetings held. SRC provided students cross the school with an additional opportunity to have input in decisions, promoting their voice and agency. SRC organised various activities across the school, including lunch time activities and fundraisers.

Programs conducted throughout the year helped to engage students across all year levels. These included, but not limited to:

- Transition: kinder to prep. Year 5 students regularly visited the local kinder, spending time with 2024 Prep students. Time was also spent together during visits by kinder children to school and Bush Kinder sessions.
- Buddy Reading: students in Grades 5 and 6 engaged in reading sessions with Prep and Grade 1 students.
- Regular whole school events / activities, including Breakfast Club, 100 Days of School celebrations, Footy Colours Day, participation in regional sporting events, Book Week Celebrations, Choir and Rock Band performances.
- Choir, including performing at local events and the district Big Sing event.
- Community events such as ANZAC Services in Melbourne and Axedale, Axedale Quick Shear and CWA morning teas.
- Introduction of SRC, providing students with an opportunity to create 'wish lists' for purchasing resources.
- Axedale Passports.
- Various awards presented at whole school assemblies, attended by parents and carers.

Other highlights from the school year

There were many highlights for Axedale Primary School in 2024, some of which include:

- Week-long swimming (P-6) and gymnastics programs (P-6).
- A full camps program was conducted, with all students provided with the opportunity to participate. Prep students had tea and an activity night at school, grade 1 and 2 students were offered a camp experience at Camp Getaway, while grade 3- 6 students experienced a two night camp at Camp Weekaway.

- School community events such as our Education Week Open Classrooms, Family Games Night, Mother's Day High Tea / Father's Day Breakfast, Grade 6 Graduation Celebrations and the End of Year Awards Evening & Concert were well supported and attended.
- Ongoing support and engagement from our parent volunteers (Fundraising, special days like Mothers/Father's Day etc.), and School Council.
- Multiple sporting days, including district and regional events, ranging from athletics, cross-country, football, netball etc.
- Private instrumental lessons (guitar and voice) were facilitated at the school.
- Student voice and agency were represented by the 2024 Student Representative Council as well as School Captains, Vice-Captains and House Leaders.

Financial performance

Axedale Primary School maintained a solid financial position throughout 2024. The 2022-2026 School Strategic Plan, along with the 2024 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support programs and priorities. Use of some of the 2023 cash surplus enabled the school to maintain 5 classrooms, allowing for smaller class sizes. A deficit is recorded but is covered by use of 2023 surplus funds.

Axedale Primary School received \$28 965 in Equity Funding, which was used:

- to support classroom release for Learning and Curriculum Specialists, enabling them to work across the school on identified priorities and to attend / participate in relevant professional development.
- to purchase literacy and numeracy resources, to be used by students and staff.
- to support staff professional development.
- to support running of community events, fostering relationships between staff, parents / carers and students.
- to support community engagement initiatives.

Disability Inclusion Funding Tier 2 money along with additions funds, were used to employ staff to support students who require a reasonable adjustment and to purchase relevant resources.

Parents, Volunteers and Friends continued to be proactive, raising \$23 368, with funds supporting classroom programs, general resources, camp and excursions and grounds and facilities.

Involvement in the Axedale Quick Shear (a community event) and running of the Axedale Kinder & Axedale PS Golf Day resulted in \$20 000 being raised by PVF for the school.

Schools Mental Health Funding was used to implement eSmart Curriculum, including purchasing of resources and employment of staff. Funds were also spent on the purchase and implementation of The Resilience Project and resourcing Resilience, Rights and Respectful Relationships curriculum.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at
<https://www.axedale.ps.vic.gov.au>**

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 99 students were enrolled at this school in 2024, 48 female and 51 male.

NDP percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

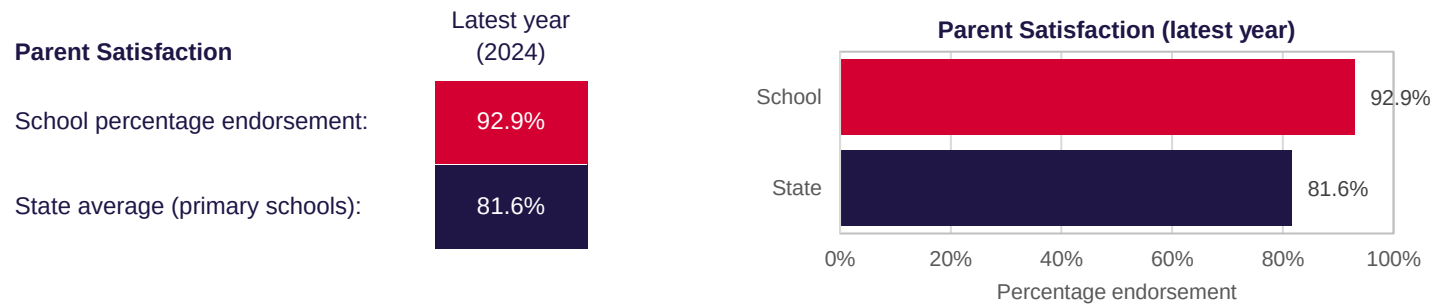
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

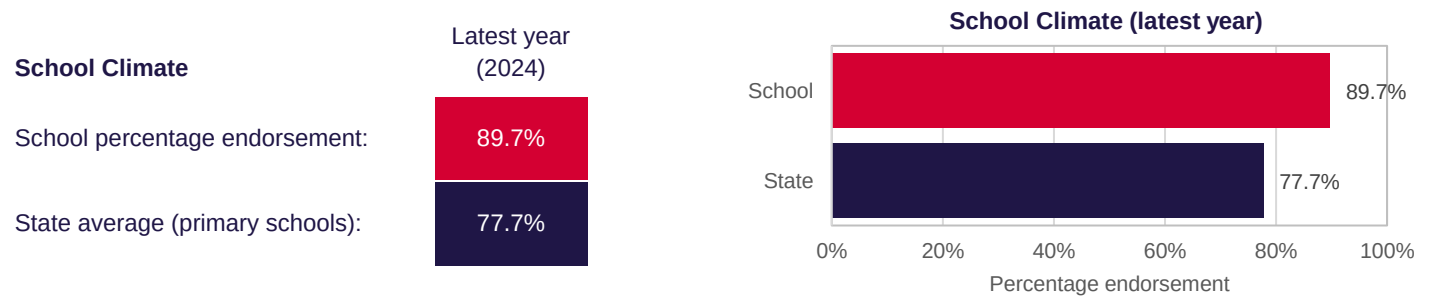


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

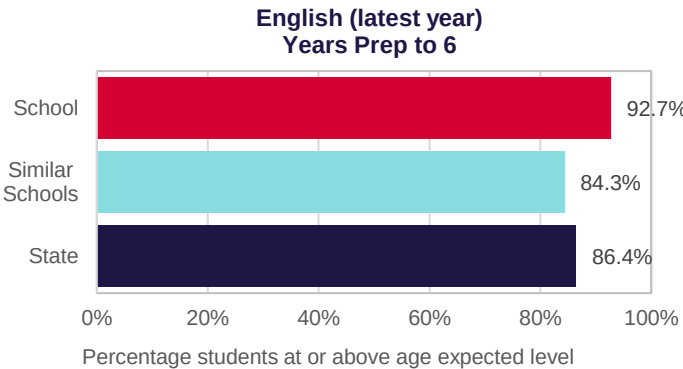
State average:

Latest year
(2024)

92.7%

84.3%

86.4%



Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

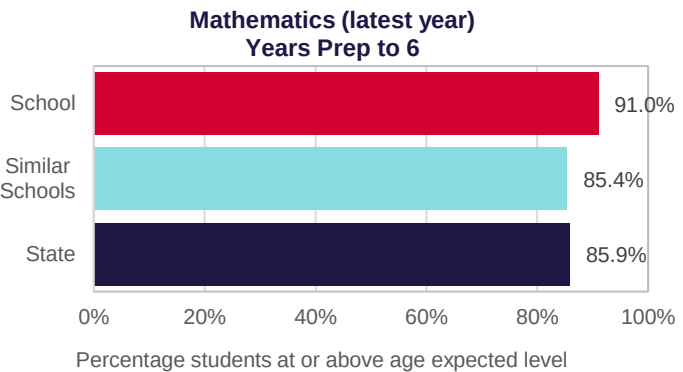
State average:

Latest year
(2024)

91.0%

85.4%

85.9%



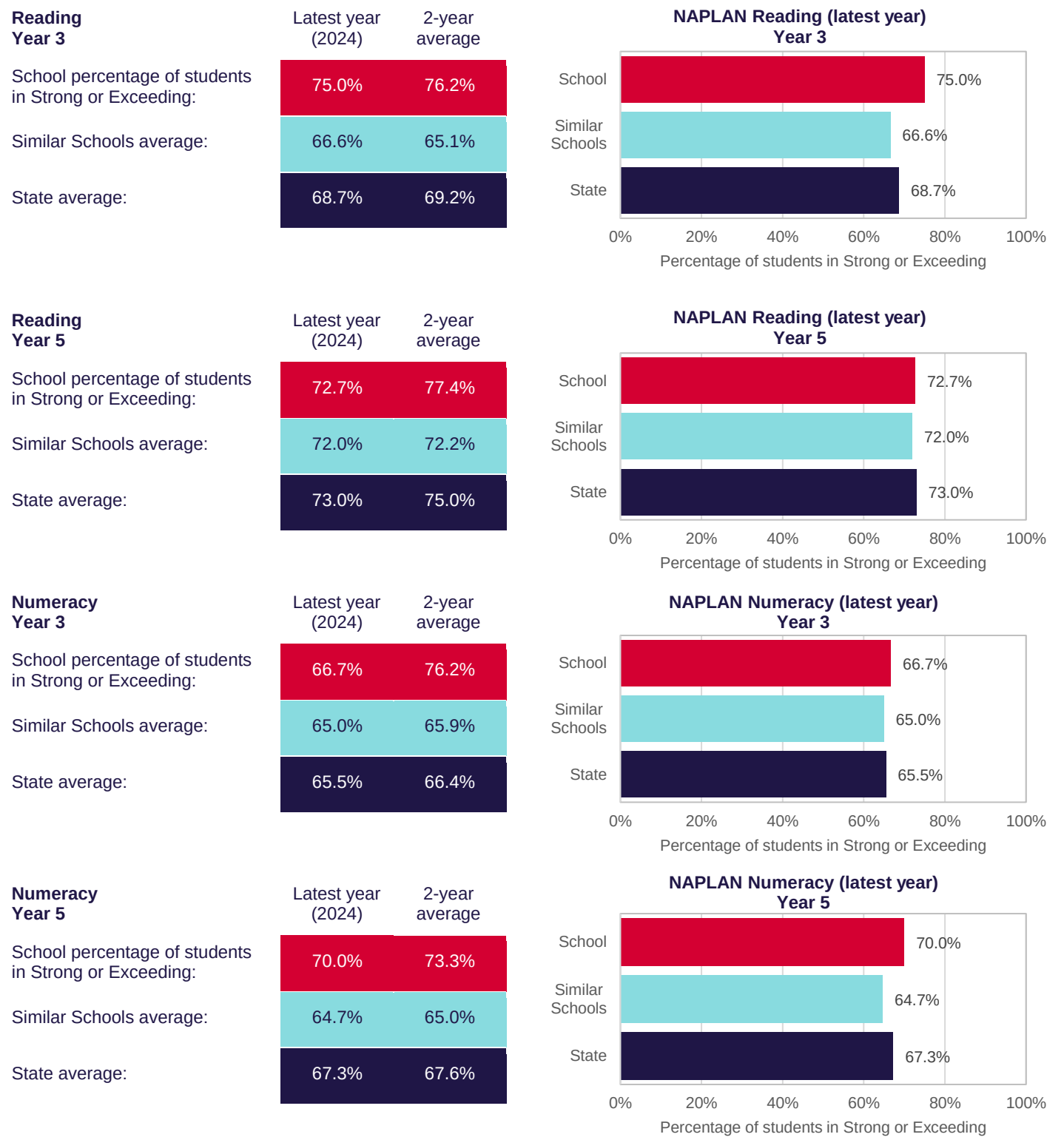
LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

62.5%

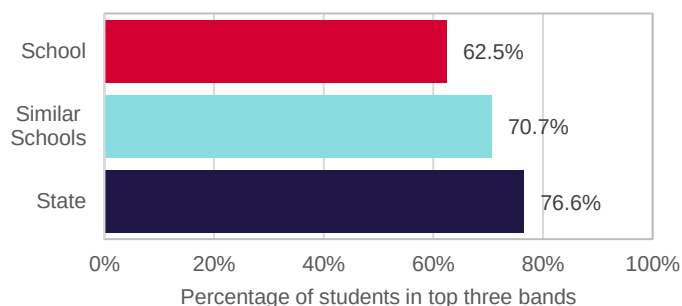
Similar Schools average:

70.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

66.7%

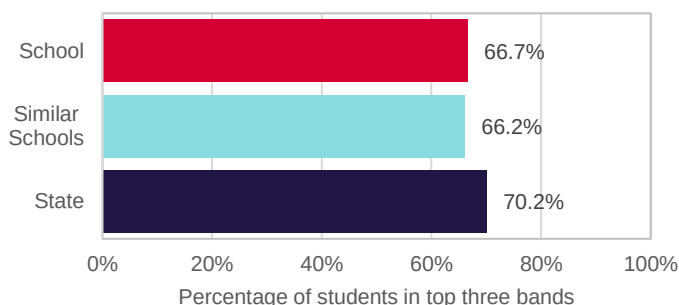
Similar Schools average:

66.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

75.0%

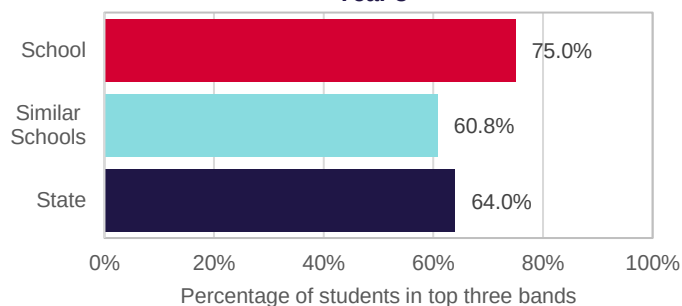
Similar Schools average:

60.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

57.1%

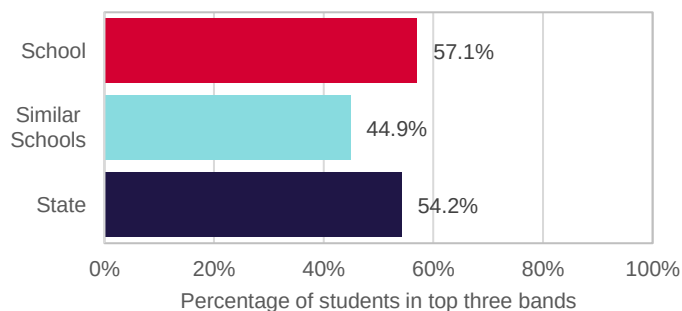
Similar Schools average:

44.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

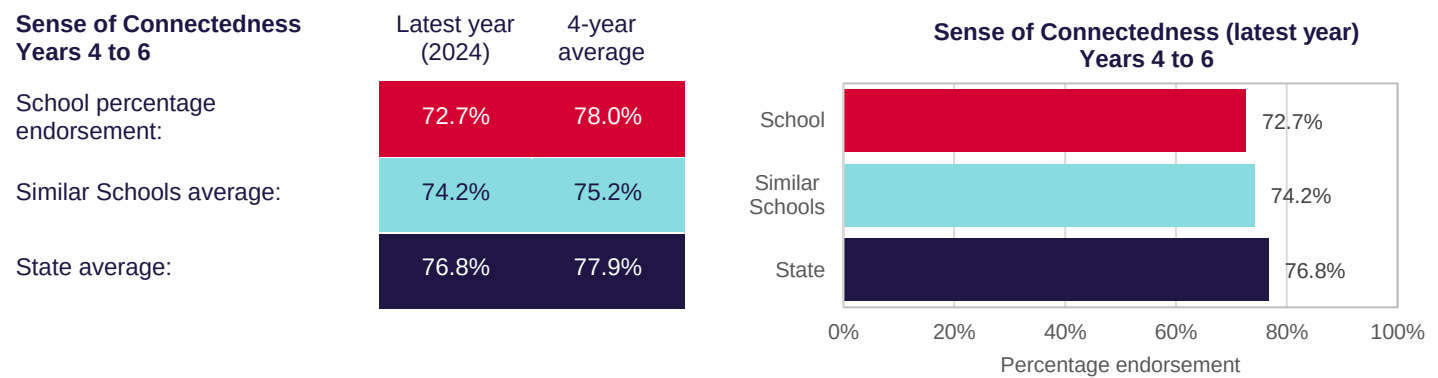


WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

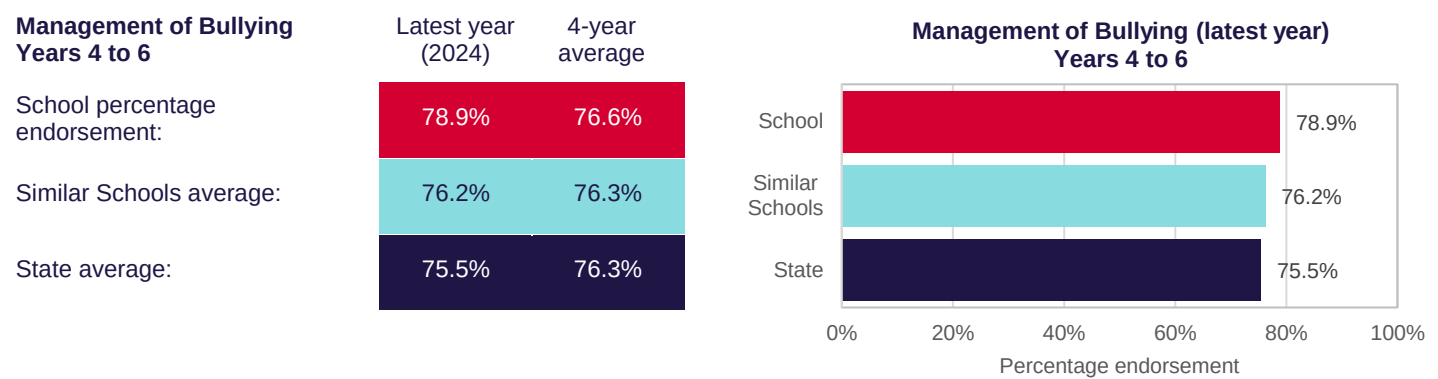
Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

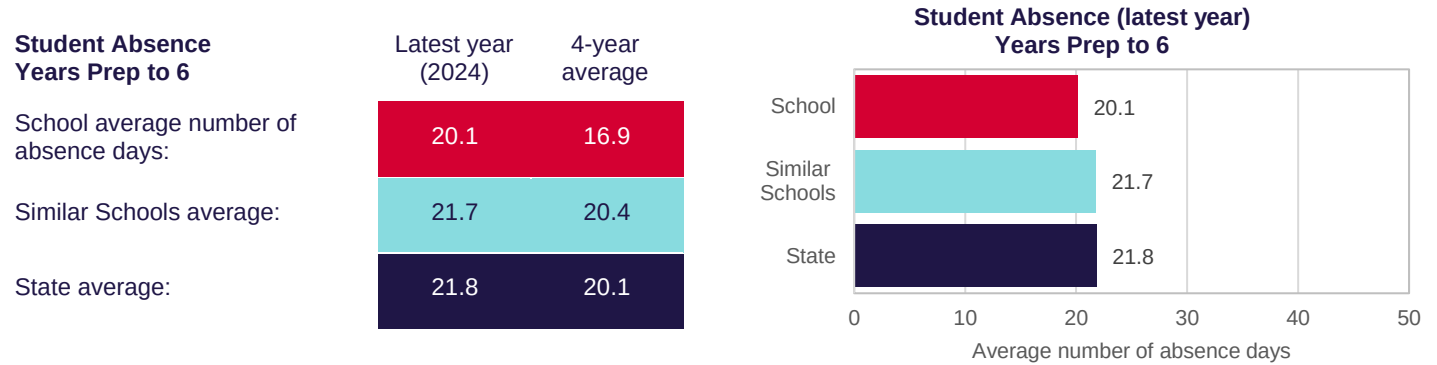


ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	92%	90%	88%	94%	88%	89%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,237,434
Government Provided DET Grants	\$285,022
Government Grants Commonwealth	\$5,200
Government Grants State	\$0
Revenue Other	\$13,673
Locally Raised Funds	\$106,313
Capital Grants	\$0
Total Operating Revenue	\$1,647,642

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,965
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,965

Expenditure	Actual
Student Resource Package ²	\$1,252,045
Adjustments	\$0
Books & Publications	\$2,862
Camps/Excursions/Activities	\$38,543
Communication Costs	\$6,941
Consumables	\$25,093
Miscellaneous Expense ³	\$17,473
Professional Development	\$20,046
Equipment/Maintenance/Hire	\$14,223
Property Services	\$82,436
Salaries & Allowances ⁴	\$80,043
Support Services	\$32,579
Trading & Fundraising	\$109,586
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,844
Total Operating Expenditure	\$1,701,715
Net Operating Surplus/-Deficit	(\$54,073)
Asset Acquisitions	\$10,436

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$123,980
Official Account	\$4,665
Other Accounts	\$3,194
Total Funds Available	\$131,839

Financial Commitments	Actual
Operating Reserve	\$74,945
Other Recurrent Expenditure	\$4,580
Provision Accounts	\$1,175
Funds Received in Advance	\$12,740
School Based Programs	\$31,987
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$125,428

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.