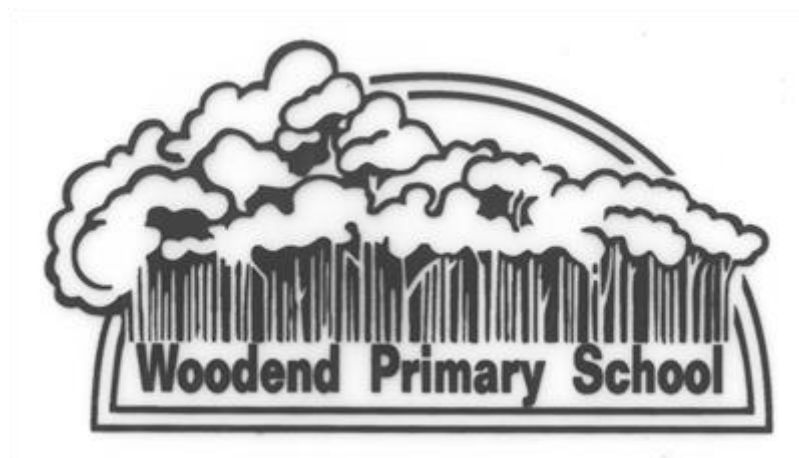


School Strategic Plan 2025-2029

Woodend Primary School (0647)



Submitted for review by Elissa Campbell (School Principal) on 14 July, 2025 at 01:16 PM

Endorsed by Stephen Brain (Senior Education Improvement Leader) on 29 July, 2025 at 10:44 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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School vision	To empower students to reach their personal best
School values	<p>At Woodend Primary School our values underpin all that we do. Our values, as developed by our community are:</p> <p>Be a Learner: I actively take part in all school activities</p> <p>Be Respectful: I show consideration for the feelings, wishes and rights of others</p> <p>Be Responsible: I am trustworthy and I accept the consequences of what I say and do</p> <p>Be Safe: I make careful choices to protect myself and others from harm</p>
Context challenges	<p>Established in 1855, Woodend Primary School is at the base of Mt. Macedon on the northwest side of the Macedon Ranges, 70 kilometres from Melbourne. We are a dual campus school, with an annex at Carlsruhe, seven kilometres north of Woodend. Our school philosophy and school values underpin all that we stand for at Woodend Primary School. Our philosophy statement is "Together as a school community, we provide a safe, positive, engaging and inclusive learning environment where pride and respect are nurtured."</p> <p>We continue to have a fluctuating enrolment profile. In 2016 our enrolment was 382, increasing to 432 students in 2020 and up to 460 students in 2021. In 2024 our enrolment was 410 and has declined again in 2025 to 385 students. Increased enrolments occurred during COVID, enrolments are also impacted by strong competition from local Independent and Catholic schools. In 2025 the school operates 16 classes from Foundation to Year 6, students participate in five specialist programs Physical Education, Visual Art, Performing Art, French and Social and Emotional Learning. Our three Year 4 classes rotate through a 26 week teaching cycle at the Carlsruhe campus, attending the Woodend campus on Wednesday to undertake specialist classes. Whilst the priority for the Year 4 cohort is the delivery of the core curriculum, the students participate in activities integrated into the curriculum that focus on caring for the animals at the campus and on sustainability, including maintaining the large vegetable garden. The students work closely with members of our community in activities that centre around planting, harvesting and cooking, as well as construction activities. Our F-6 teaching and learning programs are implemented by a cohort of experienced and graduate staff.</p> <p>The school has a culture of high expectations for all students which is underpinned by the School Wide Positive Behaviour framework, this incorporates our school values, behaviour matrix and flowchart. The school operates a rewards based system for students who demonstrate our values. The school is also part of the Mental Health in Primary Schools initiative and utilises the Resilience, Rights and Respectful Relationship curriculum to support student wellbeing</p>

	<p>and development. To improve student outcomes we are focused on improving teacher practice via peer observation, feedback and learning walks, we also utilise Professional Learning Communities (PLC) to facilitate collaboration between teachers and encourage continuous improvement.</p> <p>We have built relationships and partnerships with the wider community to enhance student outcomes and help to create a supportive environment. Our student population includes 1-2% of students with English as an Additional Language, 1% of students from a Koorie background and 27% percent of students with a disability. Historically over 70% of students achieve in the Strong or Exceeding proficiency range in NAPLAN testing for Reading, Writing and Maths. We are committed to a culture of diversity and inclusion and we strive to provide a nurturing, challenging environment that empowers students to reach their personal best, both academically and socially.</p>
Intent, rationale and focus	<p>By 2029 we would like to achieve:</p> <ul style="list-style-type: none"> - improved learning outcomes and growth for all students. - strengthened student wellbeing outcomes. <p>By focusing on these goals the school wants to ensure all students are empowered to reach their personal best and that they are supported in both their learning and the development of their personal and social capabilities.</p> <p>The school will continue to devise an Annual Implementation Plan (AIP), with input from school leaders and the school community, to support the achievement of goals in the School Strategic Plan (SSP). This will include yearly planning for professional learning for all staff to support the identified priority areas, this learning will be research based and continual via PLCs, to ensure consistent practices across all year levels in the school. Via the AIP, targets will be set each year and carefully monitored to track progress of SSP goals. The School Improvement Team, DE Senior Education Improvement Leader and School Council will be responsible for ongoing monitoring of the AIP and SSP.</p>

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Goal 1	To improve learning outcomes and growth for all students.
Target 1.1	<p>By 2029, increase the combined percentage of students achieving Exceeding and Strong NAPLAN proficiency levels for:</p> <ul style="list-style-type: none"> • Year 3 reading from 71% in 2024 to 79% • Year 5 reading from 74% in 2024 to 82% • Year 3 writing from 80% in 2024 to 88% • Year 5 writing from 69% in 2024 to 77% • Year 3 numeracy from 64% in 2024 to 75% • Year 5 numeracy from 69% in 2024 to 75%
Target 1.2	<p>By 2029, increase the proportion of all students achieving at and above expected growth, according to Teacher Judgments, against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • Reading and viewing from 79% in 2024 (Timeline Growth 2023-2024) to 85% (Timeline Growth 2028-2029) • Writing from 72% in 2024 (Timeline Growth 2023-2024) to 80% (Timeline Growth 2028-2029) • Mathematics 2.0 from xx% (Timeline Growth 202x-202x) to xx% (Timeline Growth 2028-2029)* <p><i>*Placeholder target - to be confirmed when further data is available</i></p>
Target 1.3	By 2029, increase the percentage of Years 4-6 positive responses to the Attitudes to School Survey (AtoSS) factors:

	<ul style="list-style-type: none"> • Stimulated learning from 74% in 2024 to 78% • Effective teaching time from 78% in 2024 to 84% • Motivation and interest from 64% in 2024 to 75% • Perseverance from 76% in 2024 to 80%.
Target 1.4	<p>By 2029, increase/maintain the percentage of positive responses to the School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> • Academic Emphasis from 74% in 2024 to 80% • Moderation of student assessment from 83% in 2024 to 87% • Use student feedback to improve teaching practice maintained at 83% in 2024 (Note: the mean score for this factor 2022-2024 was 74%) • Understand formative assessment from 79% in 2024 to 85%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Deepen the capacity of all teaching staff to use evidence-based practice and to draw on research to inform their practice.</p>
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes across the curriculum.</p>
Key Improvement Strategy 1.b	

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed a consistent approach to diagnostic, formative, and summative assessment.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	To strengthen student wellbeing outcomes.
Target 2.1	By 2029, increase the percentage of Years 4-6 positive responses to the AtoSS factors: <ul style="list-style-type: none"> • Sense of confidence from 75% in 2024 to 78% • Self-regulation and goal setting from 77% in 2024 to 84% • Student voice and agency from 51% in 2024 to 68% • Sense of connectedness from 75% in 2024 to 80% • Sense of inclusion from 85% in 2024 to 88% • Managing bullying from 71% in 2024 to 78%.

Target 2.2	By 2029 reduce the percentage of students with 20+ days of absence from 31% in 2024 to 25%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Continue to build staff capability to respond to the learning and wellbeing needs of all students, including those at risk of disengagement or with specific learning/wellbeing needs.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary	

pathways, incorporating extra-curricula programs	
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