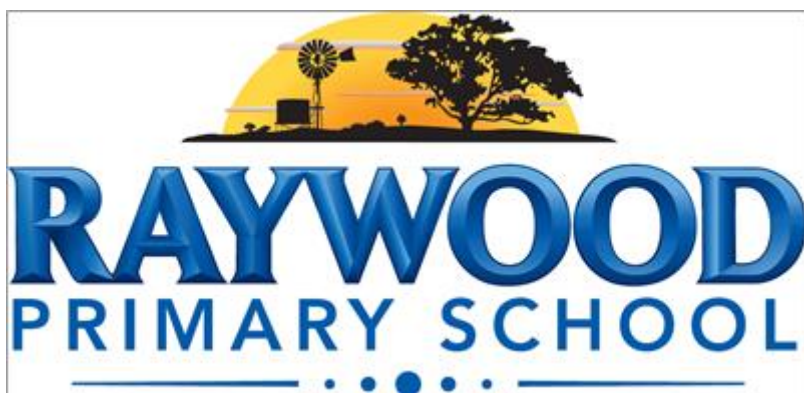


School Strategic Plan 2025-2029

Raywood Primary School (1844)



Submitted for review by James Sait (School Principal) on 02 February, 2026 at 11:41 AM

Endorsed by Keith Perry (Senior Education Improvement Leader) on 09 February, 2026 at 09:02 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

Raywood Primary School (1844)

School vision	At Raywood Primary, our vision is to provide an education for our students that prepares them for their future in a rapidly changing society. We aim to work with our families and local community to enable our students to become active, life-long learners who are committed to personal success and being responsible citizens.
School values	<p>Raywood Primary School promotes a positive and inclusive school culture where respectful relationships exist between all staff, students and parents. Our expectations centre around the displaying of our three core School Values:</p> <p>Respect - valuing ourselves, others, property and the environment. Responsibility - being able to be relied upon, being honest, trustworthy and having integrity. Resilience - being dedicated and focused learners and persisting when things are challenging.</p>
Context challenges	<p>Raywood is a small, rural community with a population of around 350 people; approximately 30km from Bendigo. The school currently has an enrolment of 20 students, although this fluctuates year to year and appears to have settled in the 15-20 students range.</p> <p>At the beginning of 2026, we are staffed by 1 x Principal, 2 x Full-Time Teachers, 1 x 0.4 Admin ES and 1 x 0.79 Classroom Support ES. Historically the majority of families in our local community have derived their income from farming however our community is changing. Current family occupations include; farming, small business operators, allied health, service type jobs, home duties and unemployed. Most students who attend Raywood PS live within our local community in the surrounding communities of Neilborough, Sebastian or Kamarooka and we are their closest school. From time to time the school enrolls students who live in Eaglehawk or further into Bendigo. The school has a current SFOE of 0.48 (down from 0.56 in 2025 and 0.60 in 2024).</p>
Intent, rationale and focus	<p>At Raywood Primary School, our intention is to consistently provide an environment that promotes a positive and inclusive school culture, while ensuring all students demonstrate strong academic growth. We are committed to providing every student with the opportunity to reach their full potential in both learning and wellbeing.</p> <p>In response to the findings of the panel in our recent school review, the focus of this Strategic Plan is to ensure staff at Raywood Primary School have the structures and processes in place to transition effectively to the VTLM 2.0 framework. This will support the development of a teaching and learning environment where staff collaborate in planning, analyse student learning and growth, and deliver high-quality instruction for all students.</p>

This work will include the development of clear, sustainable processes that enable our school to continue navigating challenging and potentially unpredictable staffing conditions over the next four years, as has been the case in recent years. Regardless of staffing changes or challenges along the way, learning and wellbeing at Raywood Primary School will remain a priority, ensuring high-quality learning opportunities for all students.

Alongside our focus on student learning, our school is committed to providing an environment that caters for the needs of every child. Historically, our student cohort has required minimal additional learning support; however, as this changes, our approach to professional learning and development will also evolve. Staff capacity will be strengthened to better support students with a diverse range of additional learning needs. We also acknowledge that students come to Raywood Primary School from a variety of family and household contexts, and our ongoing focus remains on supporting the success of every student.

This Strategic Plan is structured across four years, while allowing flexibility for inevitable department-led changes during this time. In 2026, a key priority will be the development, documentation, and embedding of whole-school collaborative approaches to curriculum planning and instructional practice, aligned with the implementation of VTLM 2.0. Alongside this, we will develop opportunities for student leadership and strengthen connections with our school community.

In the later years of the plan, we will continue to refine our Multi-Tiered System of Support (MTSS), further increasing staff capacity to respond effectively to the learning and wellbeing needs of all students.

School Strategic Plan - 2025-2029

Raywood Primary School (1844)

Goal 1	Improve the achievement and learning growth of all students, particularly in literacy and numeracy.
Target 1.1	<p>By 2029, the percentage of students attaining Medium to High benchmark growth in NAPLAN Reading</p> <ul style="list-style-type: none">• Year 3 will increase from XX% (2025) to 100%• Year 5 will increase from XX% (2025) to 100% <p>By 2029, the percentage of student attaining Medium to High benchmark growth in NAPLAN Writing</p> <ul style="list-style-type: none">• Year 3 will increase from XX% (2025) to 100%• Year 5 will increase from XX% (2025) to 100% <p>By 2029, the percentage of students attaining Medium to High benchmark growth in NAPLAN Numeracy</p> <ul style="list-style-type: none">• Year 3 will increase from XX% (2025) to 100%• Year 5 will increase from XX% (2025) to 100%
Target 1.2	<p>By 2029 increase/maintain the percentage of students achieving at or above expected growth against the Victorian Curriculum 2.0 using Teacher judgement data that has been triangulated with reference to agreed norm-referenced and/or standards-based data across a 3 –year average in:</p> <ul style="list-style-type: none">• Reading and viewing from 88% (2022-24) to 90% (2027-29)• Writing from 84% (2022-24) to 90% (2027-2029)• Mathematics 2.0 from 63% to 90% (2027-2029)
Target 1.3	By 2029, maintain/ increase the percentage positive endorsement (three-year average) in AtoSS factors:

	<ul style="list-style-type: none"> • Student voice and agency from 80% (av. 2023-2025) to 85% • Stimulated learning maintained at or above 92% (av. 2023-2025) • Differentiated learning challenge maintained at or above 88% (av. 2023-2025) • Effective teaching time maintained at or above 88% (av. 2023-2025)
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional practice, in alignment with VTLM 2.0.</p>
<p>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</p>	
<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>	<p>Further embed opportunities for student agency across curriculum areas and learning tasks.</p>
<p>Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to</p>	

strengthen students' participation and engagement in school	
Goal 2	Improve the social and emotional wellbeing of all students
Target 2.1	By 2029, increase/ maintain the percentage positive endorsement over a three-year average in AtoSS factors: <ul style="list-style-type: none"> • Sense of connectedness from 75% (av. 2023-2025) to 80% • Sense of confidence from 72% (av. 2023-2025) to 80% • Emotional awareness and regulation from 81% (av. 2023-2025) to 85% • Attitude to attendance maintained at or above 93% (av. 2023-2025)
Target 2.2	By 2029, increase the percentage positive endorsement of The Resilience Project survey factors: <ul style="list-style-type: none"> • *Placeholder factor from XX% (2026) to YY% • Baseline and target to be inserted after administration of the initial survey 2026; to be completed Feb 2026.
Target 2.3	By 2029, maintain the percentage positive endorsement over a 3-year average in PGCOS factors: <ul style="list-style-type: none"> • Confidence and resiliency skills at 95%
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a multi-tiered system of support which outlines the school's approach to the teaching of social and emotional learning and wellbeing.

<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further increase staff capability to respond to the learning and wellbeing needs of all students.</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c 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</p>	<p>Enhance student leadership opportunities.</p>

Key Improvement Strategy 2.c

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school