

School Strategic Plan 2025-2029

Park Ridge Primary School (5281)



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<p>School vision</p>	<p>A school's vision expresses the collective aspirations of its community and guides the culture, expectations and long-term direction of the school. At Park Ridge Primary School, our vision has been co-created with students, staff, families and the broader community to ensure it reflects our shared values, needs and hopes for the future. It is a statement that is understood, embraced and lived by all members of our school community.</p> <p>Our school vision describes not only what we strive to achieve, but also the type of environment we commit to cultivating each day. It serves as a compass for decision-making, teaching practice, leadership, and the way we support and care for one another. The vision is central to shaping a culture where every individual is known, challenged and supported.</p> <p>Our school vision is: "At Park Ridge Primary School, we nurture a respectful, kind, and resilient learning community that faces challenges with honesty and persistence. Through high-quality learning and a safe, inclusive environment, we empower every individual to feel valued, supported, and ready to thrive - in school and beyond."</p> <p>This vision reflects our belief that strong relationships, inclusive practice and high expectations create the foundation for student success. It is a shared commitment to ensuring Park Ridge Primary School remains a place where everyone - students, families, staff and community - works together to build a thriving, future-focused and compassionate learning environment.</p>
<p>School values</p>	<p>Park Ridge Primary School community's vision is underpinned by a set of values that represent the guiding principles and shared beliefs of our school community. These values influence the way we learn, teach, collaborate, and support one another. They help ensure that every decision, interaction, and learning opportunity reflects the culture we are committed to building together.</p> <p>Our school values are:</p> <ul style="list-style-type: none"> • We are Respectful – We are respectful by treating people, places, and ourselves with kindness and fairness. We listen, include others, care for our environment, and speak and act in ways that make everyone feel valued. • We are Kind – We are kind by thinking about others and choosing to act in caring ways. We use kind words, help others, include everyone, and am thoughtful of our actions to make people feel happy. • We are Resilient – We are resilient by bouncing back when things don't go to plan. We stay calm, learn from experiences, and try again. We ask for help when we need it, as challenges help us grow. <p>Together, these values provide a clear foundation for how we work, learn, and behave. They support consistent expectations across the school and help us maintain a community that is safe, inclusive, and focused on continuous growth.</p> <p>Department of Education and Training (DET) Values The school acknowledges and upholds the Department of Education and Training's (DET) values, which guide the actions we take, the decisions we make, and the interactions we have with each other, children, young people, and families. These values complement and strengthen our own, ensuring alignment with statewide expectations and professional standards.</p> <p>The DET values are:</p> <ul style="list-style-type: none"> • Responsiveness – we respond in a timely way with our best work • Integrity – we are honest, ethical and transparent • Impartiality - we behave in the best interests of the public by making fair and objective decisions • Accountability - we hold ourselves and others to account for the work that we do • Respect – we value others and accept their differences • Leadership - we are genuine, supportive and do the right thing • Human Rights - we uphold and respect the rights of others <p>By embedding both the Park Ridge Primary School values and the DET values into our everyday practice, we ensure that our school culture is coherent, inclusive, and consistently aligned with what we stand for as a learning community.</p>
<p>Context challenges</p>	<p>Park Ridge Primary School is located in the south-eastern suburb of Rowville, approximately 27 kilometres from Melbourne's Central Business District. Established in 1990, the school has steadily grown into a diverse, community-focused setting that values inclusion and continuous improvement.</p> <p>The school facilities include an administration building housing reception, staff areas and offices; a combination of permanent and portable classrooms;</p>

	<p>an art room; gymnasium; library; music and intervention spaces; and a multi-purpose centre that hosts assemblies, specialist programs, incursions and an accredited out-of-school-hours care service. The grounds provide all-weather play areas, a grassed oval, a fitness track and two playgrounds that support recreational and sporting activities. Recent upgrades to buildings and outdoor spaces have strengthened the school’s image in the community and contributed positively to student engagement and wellbeing.</p> <p>Park Ridge Primary School serves a diverse student population, including high-ability learners, Koorie students, and students from refugee or newly arrived backgrounds. A growing cohort of students require targeted literacy and numeracy support, particularly in the middle and senior years. Engagement data also highlights a need to better cater for high-achieving students by increasing challenge and extending learning pathways.</p> <p>The 2025 School Review confirmed that the school is viewed by students as a positive, safe and supportive environment, with strong relationships between students, teachers and ES staff. The school demonstrates a commitment to students’ social, emotional and academic needs and works closely with external agencies to provide wrap-around support for vulnerable or complex student cohorts. However, ongoing challenges remain around re-engagement post-COVID, attendance, and building a consistent whole-school approach to wellbeing.</p> <p>Key Context Challenges Identified Through Self-Evaluation and Review Drawing on the 2025 Review Report, current data sets and community feedback, the school’s key challenges include:</p> <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Continuing to strengthen literacy growth in the middle and senior years, where progress is less consistent than in F–2. • Refining and extending the implementation of systematic synthetic phonics and ensuring alignment with evidence-based practice across all year levels. • Increasing staff capability and confidence in data literacy to diagnose need, differentiate instruction and plan small-group teaching. • Establishing consistent whole-school instructional models in literacy and numeracy aligned with the VTLM 2.0. • Strengthening teacher collaboration and the effective functioning of PLCs. • Broadening the focus, depth and consistency of numeracy instruction, particularly reasoning and problem-solving. <p>Student Cohorts</p> <ul style="list-style-type: none"> • Ensuring High-Ability students receive adequate challenge, extension and opportunities to reach excellence. • Addressing inconsistent attendance, particularly for vulnerable cohorts. <p>Wellbeing and Engagement</p> <ul style="list-style-type: none"> • Refining and embedding a coherent wellbeing curriculum that aligns with the school’s values and multi-tiered systems of support. • Increasing student voice, agency and goal-setting, particularly in middle and senior years. • Enhancing students’ sense of connectedness, empowerment and confidence in learning. • Reducing the proportion of students with high absence rates. <p>Leadership and Professional Culture</p> <ul style="list-style-type: none"> • Strengthening middle leadership roles and curriculum teams in literacy, numeracy and wellbeing. • Establishing structures that promote accountability, collaboration and evidence-informed practice. • Improving opportunities for teachers and ES staff to receive purposeful feedback on practice. • Managing staff workload to maximise time for core teaching, collaboration and professional learning.
<p>Intent, rationale and focus</p>	<p>Intent: What the School Is Trying to Achieve Park Ridge Primary School aims to optimise learning growth, wellbeing and engagement for every student by implementing consistent, evidence-based instructional practices; strengthening staff capability; and building a learning environment where students feel empowered, supported and challenged. The school seeks to ensure every student—regardless of background, need or learning ability—makes meaningful, measurable progress.</p> <p>Rationale: Why This Is Important The 2025 School Review highlighted positive developments in literacy and numeracy, especially in early years phonics and in targeted small-group instruction. However, growth was inconsistent across cohorts and year levels. Strengthening consistency in teaching practice, increasing staff data literacy and deepening curriculum knowledge are essential to sustaining improvement. Student engagement and wellbeing, while supported by strong relationships and a positive culture, require further refinement through a coherent wellbeing curriculum, improved student voice and agency, and targeted support for vulnerable groups. Ensuring students feel connected, challenged and supported is vital to increasing achievement and reducing absenteeism. Leadership capability and structures must continue to evolve to ensure the school can successfully implement its next Strategic Plan. Strengthened leadership at all levels will enable more effective collaboration, accountability and school-wide improvement.</p> <p>Focus: How the Strategic Plan Will Unfold Over the Next Four Years</p>

Based on the 2025 Review findings, the school's four-year focus will include:

1. Teaching and Learning Excellence

- Embed VTLM 2.0 across all classrooms.
- Implement consistent instructional models for literacy and numeracy.
- Strengthen differentiation through improved data literacy and formative assessment.
- Expand literacy and numeracy improvement strategies into the middle and senior years, including high-ability extension.

2. A Strong, Coherent Wellbeing System

- Develop and embed a whole-school, values-aligned wellbeing curriculum.
- Build staff capability in multi-tiered systems of support, ensuring proactive and targeted responses.
- Strengthen attendance strategies and re-engagement supports.
- Enhance student agency, reflection and feedback processes to improve learning and wellbeing outcomes.

3. Effective Leadership and Collaborative Culture

- Strengthen middle leadership roles and curriculum teams to drive improvement.
- Re-establish and refine PLC structures, ensuring they are purposeful, data-driven and aligned to the SSP.
- Provide targeted professional learning, coaching and opportunities for observation, feedback and shared practice.
- Monitor workload and provide structures that enhance collaboration without compromising teacher wellbeing.

These focus areas will be sequenced across four years, with clear milestones, collaborative planning, and regular monitoring to ensure sustainable improvement and meaningful engagement with staff, students and the school community.

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Goal 1	Optimise learning growth for every student.
Target 1.1	<p>*By 2029, increase the percentage of year 5 students achieving high NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from xx% (20xx) to xx% • Writing from xx% (20xx) to xx% • Numeracy from xx% (20xx) to xx%. <p><i>*Placeholder target - to be updated when benchmark data becomes available.</i></p>
Target 1.2	<p>By 2029, improve the percentage of year 3 students achieving exceeding in NAPLAN proficiency levels in:</p> <ul style="list-style-type: none"> • Reading from 29% (2025) to 32%. • Writing from 13% (2025) to 16%. • Numeracy from 21% (2025) to 23%.
Target 1.3	<p>By 2029, increase or maintain the percent of students achieving at and above age expected growth (time series Semester 2 – Semester 2) according to teacher judgements against the Victorian curriculum areas of:</p> <ul style="list-style-type: none"> • Reading at 40% (2024) • Writing, Prep to 6, from 22% (2024) to 30%. • Mathematics 2.0 from XX to YY* <p><i>*Placeholder target to be determined at a later date.</i></p>
Target 1.4	<p>By 2029 increase the percentage of positive responses to the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Instructional leadership from 59% (2025) to 70%. • Academic emphasis from 44% (2025) to 65% • Teacher collaboration from 30% (2025) to 50%.
<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>	Embed a consistent whole school approach to teaching literacy and numeracy that cognitively engages all students and aligns with Victorian Teaching and Learning Model 2.0 (VTLM).
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Enhance staff capability to use evidence to inform differentiated learning.
Key Improvement Strategy 1.b	

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.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	Develop high performing leadership capabilities and structures to provide a collaborative and accountable learning environment for staff and students.
Goal 2	Optimise wellbeing and engagement for every student.
Target 2.1	By 2029, increase the percentage of positive responses to SSS for the factor Collective efficacy from 68% (2025) to 75%.
Target 2.2	By 2029, increase the percentage of positive responses to the AtoSS for the following factors: <ul style="list-style-type: none"> • Teacher concern from 65% (2025) to 70% • Sense of connectedness from 67% (2025) to 75% • Stimulating learning environment from 70% (2025) to 75%.
Target 2.3	By 2029 improve the percentage of students with 20 or more days absence from 35% (2024) to 30%.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build understanding of and further develop multi-tiered systems of support that enhance student engagement and wellbeing.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a coherent wellbeing curriculum that supports students' wellbeing and engagement that aligns with our school values.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff and student capability to give and receive feedback, to improve student wellbeing and learning growth.
Key Improvement Strategy 2.c	

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities