

School Strategic Plan 2025-2029

Ripponlea Primary School (4087)



Submitted for review by Natalie Rose (School Principal) on 26 October, 2025 at 05:56 PM

Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 27 October, 2025 at 01:06 PM

Endorsed by Tarryn Holland (School Council President) on 03 November, 2025 at 01:02 PM

School Strategic Plan - 2025-2029

Ripponlea Primary School (4087)

School vision	<p>At Ripponlea Primary School, we aspire to empower every child to become a curious, critical and creative thinker who is equipped with the confidence, compassion and global awareness to shape a thriving future. Our students are active contributors to their learning, their community and the world, inspired to care deeply, create purposefully and connect meaningfully with others. Guided by high expectations and a commitment to wellbeing, we nurture resilient, ethical and innovative learners who embrace challenge, celebrate diversity and act with integrity to make a positive impact.</p> <p>They care. They create. They connect.</p>
School values	<p>At Ripponlea Primary School, our values are not simply statements, they are deeply embedded in our teaching practices, daily interactions, student leadership, wellbeing programs and decision-making processes. They shape how we learn, how we treat one another, and how we contribute to our community and world.</p> <p>Community We work cooperatively in a team and make sure no one is left out. We take pride in our environment and support each other in the tasks that need to be done. This value guides how we collaborate, include others, build partnerships and uphold our collective responsibility for a thriving school community.</p> <p>Creativity We imagine, think creatively, share our ideas with others, and try new things. Creativity is fostered across all learning areas as we encourage curiosity, innovation and expression, empowering students to approach challenges with imagination and confidence.</p> <p>Integrity We do what is right even when no one is looking. We are honest even when there might be consequences. Integrity underpins our culture of trust, fairness and responsibility and informs the way we resolve issues, take ownership and act ethically in all situations.</p> <p>Open-Mindedness We know, accept and value that everyone is different. We share ideas, listen to and respect everyone's opinions. This value is embedded in our inclusive practices, intercultural understanding and our commitment to student voice and</p>

	<p>agency.</p> <p>Resilience We know that life can be challenging. We have a go even when it is hard. We bounce back from things that hurt and disappoint us, and learn from our mistakes. Resilience is taught explicitly and modelled daily as we help students build emotional strength, persistence and a growth mindset.</p> <p>Respect We consider the rights of others and accept our differences. We take care of our environment and equipment. Respect is demonstrated through the way we speak, act and listen, and is central to our safe, caring and inclusive learning environment.</p> <p>These values are embedded in everything we do, guiding our learning, relationships, wellbeing practices and the decisions we make as a community. They define who we are, what we stand for, and the kind of students we aspire to develop.</p>
Context challenges	<p>Drawing on our school review and self-evaluation, Ripponlea Primary School does not see these areas as challenges in the traditional sense, but as the next phase in our improvement journey. With strong academic outcomes, a positive culture, and embedded wellbeing practices, the school is well-positioned to deepen its impact. Our opportunity now lies in refining instructional practices to ensure greater consistency across all classrooms, particularly in literacy and numeracy and strengthening assessment to better challenge and extend every learner, including those already achieving above expected levels.</p> <p>We will further embed student agency to enhance intellectual engagement and ensure all students take an active role in their learning growth. Continuing to align our learning environments with high expectations and cognitive science principles will support student independence, resilience and focus. Developing the instructional leadership capacity of staff will be central to driving whole-school improvement with precision and collective responsibility. With strong wellbeing foundations already in place, our next step is to deepen the explicit connection between wellbeing and learning so that engagement, challenge and growth are maximised for every student.</p>
Intent, rationale and focus	<p>Ripponlea Primary School is committed to maximising learning growth for every student and elevating student agency, engagement and wellbeing to ensure all learners are challenged, supported and empowered to succeed. Our intent is to move from strong achievement to sustained growth over time, ensuring that every student, regardless of their starting point, experiences intellectual stretch, voice in their learning, and positive wellbeing outcomes that enable academic success.</p>

The school review confirmed that Ripponlea has high levels of achievement, strong community engagement and effective wellbeing systems. However, it also identified the need to deepen consistency in instructional practice, increase cognitive challenge, and refine assessment to drive growth rather than just proficiency. As a growing school with engaged learners, our next phase of improvement requires us to ensure that strong outcomes are not only maintained but accelerated through precision in teaching and leadership. Enhancing learner agency and raising expectations will ensure that students are not just achieving well, but developing as independent, motivated, resilient thinkers who are equipped for future success

1, Deepening Consistency in Instructional Practice

- We have strong instructional foundations (VTLM 2.0, Gradual Release, PhOrMes), but our next step is to refine implementation for absolute consistency across all year levels, particularly literacy and numeracy.
- Continued development of evidence-based, high-impact pedagogies will ensure every student is challenged and extended.

2. Strengthening Assessment to Drive Growth

- The review affirmed strong teacher judgement accuracy; the next stage is to enhance our assessment practices to ensure they consistently stretch all learners, especially high-ability students.
- This includes refining formative and summative assessment and deepening moderation practices linked to curriculum progressions.

3. Advancing Student Agency and Intellectual Engagement

- Students report feeling connected and happy, but they are seeking greater challenge.
- Our next improvement journey focuses on embedding meaningful student agency in learning, supporting students to co-design goals, reflect on progress, and engage in learning that extends them beyond proficiency to deep thinking.

4. Enhancing Learning Environments for High Expectations

- The school has a calm, positive learning climate.
- Our future work is to ensure every classroom is set up intentionally to minimise cognitive load and maximise engagement, with predictable routines and clear expectations supporting student independence and resilience.

5. Building Instructional and Distributed Leadership

- Leadership is strong and collaborative.
- The next journey is to further develop middle leaders to drive instructional excellence, ensuring whole-school practices are implemented with rigour, shared accountability and collective efficacy.

6. Continuing to Align Wellbeing with Learning Excellence

- Wellbeing programs are embedded and highly effective.

- The next step is to explicitly leverage wellbeing to improve academic outcomes, strengthening the link between engagement, emotional regulation, and learning growth.

School Strategic Plan - 2025-2029

Ripponlea Primary School (4087)

Goal 1	Maximise student learning growth
Target 1.1	<p>*By 2029, increase the percentage of students achieving expected benchmark growth in:</p> <ul style="list-style-type: none">• Reading from xx% (202x) to xx%• Writing from xx% (202x) to xx%• Numeracy from xx% (202x) to xx% <p><i>*Placeholder target to be confirmed when data available</i></p>
Target 1.2	<p>By 2029, maintain or increase the percentage of students achieving in the exceeding proficiencies of NAPLAN for:</p> <ul style="list-style-type: none">• Year 3 Reading from 18% (2025) to 26%.• Year 5 Reading from 36% (2025) to 40%.• Year 3 Writing from 8% (2025) to 16%.• Year 5 Writing from 7% (2025) to 15%.• Year 3 Numeracy from 7% (2025) to 15%.• Year 5 Numeracy maintain at 39% (2025).
Target 1.3	<p>*By 2029, increase the percentage of students working at or above age expected level against the Victorian Curriculum Mathematics 2.0, according to Teacher Judgements from xx% (Sem x, 202x) to xx%.</p> <p><i>*Placeholder target to be confirmed when data available</i></p>

Target 1.4	<p>By 2029, maintain or increase the percentage of positive responses in the Attitudes to School Survey (AtoSS) for factors:</p> <ul style="list-style-type: none"> • 'My teacher asks me questions that challenge my thinking' from 81% (2025) to 85%. • 'My teachers give me work that stretches my learning from 83% (2025) to 87%. • 'Student voice and agency' to be maintained at 72% (2025).
Target 1.5	<p>By 2029, increase the percentage of positive results on the School Staff Survey (SSS) for the factors:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 75% (2024) to 79%. • Instructional leadership from 70% (2024) to 78%. • Collective efficacy from 74% (2024) to 78%. • Peer observation from 29% (2024) to 46%.
Target 1.6	<p>By 2029, improve the percentage of positive endorsement on the Parent/Caregiver/Guardian Opinion Survey (PCGOS) for the factor of Student agency and voice from 66% (2024) to 72%.</p>
<p>Key Improvement Strategy 1.a 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>Develop evidence-based whole school instructional practices which promote consistency across both Literacy and Numeracy.</p>
Key Improvement Strategy 1.a	

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 1.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</p>	<p>Embed student voice and agency to enhance engagement.</p>
<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</p>	
<p>Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 1.c</p>	<p>Refine the implementation of the school's Instructional Model for consistency.</p>

<p>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>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Enhance assessment practices to challenge and extend all students.</p>
<p>Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Goal 2</p>	<p>Enhance wellbeing to improve student learning.</p>
<p>Target 2.1</p>	<p>By 2029, maintain the percentage of students with 20 or more absence days at 34% (2024).</p>

<p>Target 2.2</p>	<p>By 2029, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) for factors:</p> <ul style="list-style-type: none"> • 'Stimulating learning' from 80% (2025) to 83% • 'Students at this school treat teachers with respect' from 68% (2025) to 76% • 'Students at this school treat each other with respect' from 67% (2025) to 75% • 'All students are treated fairly at this school' from 71% (2025) to 79%.
<p>Target 2.3</p>	<p>By 2029, increase the positive endorsement on the Parent/Caregiver/Guardian Opinion Survey (PCGOS) for the factor of 'Stimulating learning environment' from 70% (2024) to 73%.</p>
<p>Key Improvement Strategy 2.a 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>Build the capacity of all instructional leaders.</p>
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	<p>Continue to embed whole school, evidence-based wellbeing practices with fidelity and rigour.</p>

<p>expectations; and a positive, safe and orderly learning environment</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.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</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>Ensure classroom learning environments are effective through consistent practices and processes, and high expectations of all learners.</p>
<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</p>	