

School Strategic Plan 2025-2029

Edithvale Primary School (3790)



Submitted for review by Hayley Grindley (School Principal) on 20 November, 2025 at 12:49 PM

Endorsed by Stuart Edwards (Senior Education Improvement Leader) on 20 November, 2025 at 02:46 PM

Endorsed by Andrew Murray (School Council President) on 26 November, 2025 at 09:41 AM

School Strategic Plan - 2025-2029

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School vision	<p>Our shared vision is to give every student the best learning and personal development experiences, and to uphold our values - Respectful, Kind, Determined.</p> <p>Edithvale Primary is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school, parents and carers in supporting student learning, engagement, and wellbeing.</p>
School values	<p>We are Edithvale Primary and we are Respectful, Kind and Determined.</p> <p>Respect is -</p> <ul style="list-style-type: none">- displaying good manners to all members of our community- caring for ourselves and others- caring for our shared environment- displaying understanding of the diversity in our community/world. <p>Kindness is -</p> <ul style="list-style-type: none">- having thoughtful and positive interactions with all students, staff and community members- demonstrating empathy toward others- appreciating and understanding diversity <p>Determination is -</p> <ul style="list-style-type: none">- working hard each day and to the best of your ability- displaying personal and academic grit to do your best, always.- displaying a growth mindset: positive actions, behaviours, words and choices
Context challenges	<p>The review noted both enabling factors and significant challenges that impacted learning and well-being outcomes during the review period.</p> <p>These included:</p> <ul style="list-style-type: none">• The implementation of evidence-based practices, including explicit direct instruction (EDI) and phonics, which

was highlighted in the pre-review self-evaluation (PRSE), and validated by the review panel as enabling improvements to student achievement.

- The review panel also confirmed consistent application of the Edithvale Primary School instructional model as supporting school improvement.
- Changes in the NAPLAN representation during the SSP period impacted the ability to compare results from 2022 directly. Also noted were changes to the Victorian Mathematics Curriculum, particularly the alteration of progression points, requiring teachers to adapt, and again, a lack of alignment from the year of implementation.
- The COVID-19 pandemic continued to affect student engagement and wellbeing in the years following the extended lockdowns, which continued into the current SSP period.
- Continuing to prioritise high expectations of all in the school community, every day.
- Enhancing the visibility of leadership responsibilities for all students, families and staff, perhaps through the development of an organisational design visual.
- NAPLAN results consistently had high percentages in exceeding and strong proficiencies. There was potential to exceed proficiencies, particularly in Writing. The interim growth data also highlighted potential areas for improvement, particularly for male students in reading and numeracy.
- The implementation of the VTLM 2.0 provided an opportunity for Edithvale Primary School to continue to refine explicit instructional practices to support student achievement.
- The panel highlighted that continuing to develop teacher understanding of instructional strategies, such as checking for understanding, was important. In particular, it was noted that embedding views about how effective the strategies are would assist in increased application.
- The focus on low-variance curriculum was observed in most classroom visits, with the opportunity to continue this as a priority.
- Maximising the impact of teacher professional learning by providing a range of opportunities to work together and have pedagogical conversations was highlighted.
- Continuing to develop confidence to provide a range of opportunities for students to illustrate the application of skills, problem solving and tasks at appropriate levels beyond accessing programs or worksheets.
- Ensuring all assessments are fit for purpose and address all areas of the Victoria Curriculum, skills and knowledge.
- Bridging formative and summative assessments through consistent approaches to recording, tracking and validating the data.
- Ongoing support for teachers to implement the wellbeing curriculum effectively through professional learning opportunities, and particularly in relation to parts of the Resilience, Rights and Respectful Relationships (RRRR) program.
- Consideration of a review or audit of the physical environments and the effective use of spaces. This included maximising the use of playgrounds and recreational spaces.

	<ul style="list-style-type: none"> Continuing to develop and refine applications, the Tier 3 DI funding with a focus on teaching and learning and quality differentiation.
<p>Intent, rationale and focus</p>	<p>Our intent is to create a high-performing, inclusive learning environment where every student experiences consistent, evidence-based teaching, equitable opportunities, and strong support for wellbeing. We aim to ensure that all learners make measurable growth, that teaching is responsive and informed by reliable assessment data, and that the curriculum is delivered with fidelity across the school. Through high expectations, consistent practice and a strong culture of wellbeing, we will improve outcomes for every student.</p> <p>Our self-evaluation and review indicate that improvement is required in several interconnected areas:</p> <ul style="list-style-type: none"> - Assessment tracking is inconsistent, limiting our ability to accurately identify student needs, monitor growth, and target teaching. - Responsive teaching practices need strengthening to ensure instruction is adjusted in a timely way based on student progress. - Implementation fidelity varies across year levels and teaching teams, leading to uneven learning experiences and variable outcomes. - Evidence-based practices are used, but not always consistently or deeply, reducing their impact on learning. - Student wellbeing data and feedback reveal increasing complexity, making strong social-emotional support essential for engagement and learning. - High expectations are not always enacted uniformly, resulting in inequitable learning experiences for some students. <p>Improving these areas is critical to ensuring that all students receive high-quality teaching, feel supported and safe, and are challenged to reach their full potential. Strengthened systems and consistency will reduce variability, improve equity, and accelerate learning growth across the school.</p> <p>Over the 4-year period the School Improvement Team will drive a focus of improvement of learning growth and optimisation of student wellbeing.</p>

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Goal 1	Enhance student achievement and improve learning growth.
Target 1.1	<p>By 2029, increase or maintain the percentage of students achieving strong and exceeding NAPLAN reading proficiency levels for:</p> <ul style="list-style-type: none">• Year 3 from 77% (2025) to 79%• Year 5 maintained at 86% (2025). <p>By 2029, increase the percentage of students achieving the exceeding NAPLAN writing proficiency level for:</p> <ul style="list-style-type: none">• Year 3 from 17% (2025) to 25%• Year 5 from 16% (2025) to 24%. <p>By 2029, maintain the percentage of Year 3 and Year 5 students achieving the exceeding and strong numeracy proficiency level at 84% (2025).</p>
Target 1.2	<p>* Placeholder target</p> <ul style="list-style-type: none">• Increase reading high and medium growth to be at or above 79% (2025, 71%)• Increase numeracy high and medium growth to be at or above 79% (2025, 69%).
Target 1.3	<p>By 2029, increase the percentage of positive responses to the Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none">• Effective teaching time 81% (2025) to at or above 85%• Differentiated learning challenge from 84% (2025) to at or above 85%• Stimulating learning from 69% (2025) to at or above 78%

	<ul style="list-style-type: none"> • Effective classroom behaviour from 75% (2025) to at or above 79%.
Target 1.4	<p>By 2029, increase the percentage of positive responses to the School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> • Professional learning: Feedback from 51% (2025) to 63% • Teaching and learning: Understand how to analyse data from 58% (2025) to 66% • Teaching and learning: Use student feedback to improve practice from 50% (2025) to 58%.
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	Develop and embed high-quality and ongoing approaches to tracking of assessment for effective monitoring of progress.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	
Key Improvement Strategy 1.b	

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Establish consistently responsive teaching which enables and extends students of all capabilities.</p>
<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>	
<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.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 the fidelity of implementation of whole school expectations and routines.</p>
<p>Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 1.d</p>	<p>Continue to support staff to build knowledge and enact evidence-based practices.</p>

<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.d 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.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Goal 2</p>	<p>Optimise student wellbeing.</p>
<p>Target 2.1</p>	<p>By 2029, maintain the percentage of students with 20 or more absence days at or below 31% (2025).</p>
<p>Target 2.2</p>	<p>By 2029, increase or maintain the percentage positive endorsement to the Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> • Emotional awareness and regulation from 73% (2025) to be at or above 74% • School connectedness (Sense of connectedness) from 71% (2025) to be at or above 77% • Motivation and interest from 69% (2025) to be at or above 76% • Learning confidence (Sense of confidence) from 74% (2025) to be at or above 77%

	<ul style="list-style-type: none"> • Effort from 73% (2025) to be at or above 78% • Sense of inclusion from 84% (2025) to be at or above 88% • Respect for diversity from 66% (2025) to be at or above 78% • Not experiencing bullying from 74% (2025) to be at or above 82%.
<p>Target 2.3</p>	<p>By 2029, increase the percentage positive endorsement to the Parent Opinion Survey (POS) factors:</p> <ul style="list-style-type: none"> • Promote positive behaviour from 77% (2024) to at or above 82% • Respect for diversity from 81% (2024) to at or above 84% • Student cognitive engagement from (70% (2024) to at or above 75%.
<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>Prioritise the consistent implementation of the wellbeing curriculum across all areas of the school.</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.a The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	

<p>expectations; and a positive, safe and orderly learning environment</p>	
<p>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</p>	<p>Foster high expectations and equitable experiences for all students.</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>Develop inclusive and rigorous implementation of multi-tiered systems of support (MTSS).</p>
<p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to</p>	

support student learning, wellbeing and inclusion	
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