

School Strategic Plan 2026-2030

Beaconsfield Upper Primary School (2560)



Submitted for review by Vicki Miles (School Principal) on 25 June, 2026 at 11:45 AM

Endorsed by Wayne Chester (Senior Education Improvement Leader) on 08 July, 2026 at 03:38 PM

Endorsed by Callen O'Brien (School Council President) on 04 August, 2026 at 11:16 AM

School Strategic Plan - 2026-2030

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School vision	Our Learners: Our learners are curious, willing to take risks, embrace and learn from challenge. They ask questions and reflect on their learning, leaving BUPS with the habits, confidence and sense of self to thrive beyond primary school. Our Teachers: Our teachers are curious. They reflect on their practice, take on new challenges and hold themselves to the same growth mindset that they nurture in their students because great teaching never stops developing. Our Community: We're a close-knit community where families are known, not just enrolled. Students, staff and families look out for each other and build the kind of trust that helps every child feel like they belong and create connections that reach well beyond our school gates.
School values	Our Values At BUPS, we are guided by five values: Respect, Kindness, Honesty, Friendship and Community. They shape the way we speak to each other, solve problems together, and show up for one another every day. They are the foundation of everything we do, and the thread that connects our learners, our teachers and our community into something that feels, and genuinely is, more than just a school.
Context challenges	At BUPS, our students have achieved strong NAPLAN results, performing well in comparison to state, network, and similar schools. Our commitment to collaborative teacher learning through the Professional Learning Community (PLC) model has strengthened teaching practices and leadership capability across the school. Over the previous Strategic Plan period, we have made significant progress in supporting students who required additional assistance to meet expected standards. Building on this success, our next focus is to further challenge and extend our high-ability learners so that every student can reach their full potential.
Intent, rationale and focus	Rationale At BUPS, we care for and educate children so that they are safe, happy, connected, and achieving. To support this vision, our priorities over the next four years will include:

	Differentiating learning to provide greater challenge and extension for high-ability students. Maintaining high expectations for all students, including those with additional learning needs. Raising awareness of the impact of school absences on student learning and working in partnership with families to support regular attendance. While we value all areas of the curriculum, our strategic focus will remain on Numeracy, Reading, and Writing to ensure strong foundations for future learning and success. Intent Improve teacher practice in extending and challenging high-ability students. Improve student outcomes, particularly in Mathematics, Reading, and Writing. Empower students to self-manage, monitor, and regulate their learning. Focus Strengthen teachers' capacity to design differentiated learning experiences that promote deep thinking and develop mathematical understanding, fluency, problem-solving, and reasoning skills. Develop a consistent approach to assessment in Mathematics and enhance teachers' ability to use data to inform teaching and learning. Embed a Professional Learning Community (PLC) approach across the school and strengthen instructional leadership in Literacy through the FISO Improvement Cycle and collaborative inquiry processes. Implement a consistent, evidence-based whole-school approach to the teaching of Writing. Strengthen writing moderation practices to build a shared understanding of curriculum expectations, student progress, and effective curriculum planning. Increase staff knowledge and understanding of student voice and agency to support high levels of engagement, motivation, and independent learning. Build teacher capacity to provide effective, learning-focused feedback that supports student goal setting and ongoing improvement.
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Goal 1	Improve student learning outcomes										
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and embed staff knowledge and understanding of the breadth of the curriculum to increase staff capacity to deliver adjusted curriculum, particularly for high achieving students										
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	Develop staff capability to gather and analyse data and evidence to support consistently data informed, adjusted classroom practice.										
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen use of the elements of teaching in VTLM 2.0 within the school instructional model to improve delivery of targeted elements including feedback, rich questioning, reflection, and metacognition.										
Target 1.1	By 2030, increase the percentage of students achieving exceeding NAPLAN proficiency levels for: <table><tr><td>Cohort</td><td>Focus or factor</td><td>Baseline %</td><td>Year</td><td>Target %</td></tr><tr><td>Year 5</td><td>Reading</td><td>21</td><td>2025</td><td>25</td></tr></table>	Cohort	Focus or factor	Baseline %	Year	Target %	Year 5	Reading	21	2025	25
Cohort	Focus or factor	Baseline %	Year	Target %							
Year 5	Reading	21	2025	25							

	Year 3	Reading	15	2025	20
Target 1.2	By 2030, increase the percentage of students achieving meeting or above NAPLAN benchmark growth for:				
	*Placeholder target to be determined when data becomes available				
	Cohort	Focus or factor	Baseline %	Year	Target %
	Year 5	Reading benchmark growth	xx	202x	yy*
Target 1.3	By 2030, increase the percentage of students achieving above age expected level according to teacher judgements, against the Victorian Curriculum 2.0 for:				
	Cohort	Focus or factor	Baseline %	Year	Target %
	Year F-6	Reading	21	2025	25
Goal 2	Improve student wellbeing outcomes				
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Review behavioural expectations and processes within the behaviour management plan to achieve consistent behavioural expectations and consequences by all staff within the whole school environment.				
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tier support systems that enhance all students' engagement and wellbeing to maintain the consistency of a safe, happy, and orderly learning environment.				

Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the school wide approach to Social and Emotional Learning (SEL) to ensure ongoing and consistent wellbeing support for all students				
Target 2.1	By 2030, increase the 3-year average rate of attendance.				
	Cohort	Focus or factor	Baseline %	Year	Target %
	F-6	Rate of attendance	89	2023-2025	90
Target 2.2	By 2030, increase the percentage of students achieving above age expected level according to teacher judgements, against the Victorian Curriculum 2.0 for:				
	*Placeholder target to be determined when data becomes available				
	Cohort	Focus or factor	Baseline %	Year	Target %
F-6	Personal and Social Capabilities	xx	2025	yy*	
Target 2.3	By 2030, increase the percentage positive endorsement to the Attitudes to School Survey factors:				
	Cohort	Focus area or factor	Baseline %	Year	Target %
	4-6	Emotional Awareness and Regulation	80	2025	85
	4-6	Sense of Connectedness	82	2025	85
	4-6.	Student Voice and Agency	75	2025	80

