

2026 Annual Implementation Plan

for improving student outcomes

Beaconsfield Upper Primary School (2560)



Submitted for review by Matthew Payne (School Principal) on 21 July, 2026 at 09:43 AM

Endorsed by Wayne Chester (Senior Education Improvement Leader) on 21 July, 2026 at 08:12 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Embedding			Excelling	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Excelling	Excelling	Embedding	Evolving	Embedding

Future planning for 2026	Overall we have tracked along well this year, achieving or partially achieving most of our goals. This has led to increased teacher confidence and a more refined instructional model for use across the board. The introduction of Psychs in schools has been incredibly important in developing students resilience meeting wellbeing targets.
---------------------------------	--

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?															
Improve student learning outcomes	Yes	By 2030, increase the percentage of students achieving exceeding NAPLAN proficiency levels for: <table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline %</th><th>Year</th><th>Target %</th></tr><tr><td>Year 5</td><td>Reading</td><td>21</td><td>2025</td><td>25</td></tr><tr><td>Year 3</td><td>Reading</td><td>15</td><td>2025</td><td>20</td></tr></table>	Cohort	Focus or factor	Baseline %	Year	Target %	Year 5	Reading	21	2025	25	Year 3	Reading	15	2025	20	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	
		Cohort	Focus or factor	Baseline %	Year	Target %													
		Year 5	Reading	21	2025	25													
Year 3	Reading	15	2025	20															
By 2030, increase the percentage of students achieving meeting or above NAPLAN benchmark growth for: *Placeholder target to be determined when data becomes available <table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline %</th><th>Year</th><th>Target %</th></tr><tr><td>Year 5</td><td>Reading benchmark growth</td><td>xx</td><td>202x</td><td>yy*</td></tr></table>	Cohort	Focus or factor	Baseline %	Year	Target %	Year 5	Reading benchmark growth	xx	202x	yy*	Develop staff capability to gather and analyse data and evidence to support consistently data informed, adjusted classroom practice.								
Cohort	Focus or factor	Baseline %	Year	Target %															
Year 5	Reading benchmark growth	xx	202x	yy*															
		By 2030, increase the percentage of students achieving above age expected level according to teacher judgements, against the Victorian Curriculum 2.0 for: <table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline %</th><th>Year</th><th>Target %</th></tr><tr><td>Year F-6</td><td>Reading</td><td>21</td><td>2025</td><td>25</td></tr></table>	Cohort	Focus or factor	Baseline %	Year	Target %	Year F-6	Reading	21	2025	25	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.						
Cohort	Focus or factor	Baseline %	Year	Target %															
Year F-6	Reading	21	2025	25															

Improve student wellbeing outcomes	Yes	By 2030, increase the 3-year average rate of attendance.					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.	
		Cohort	Focus or factor	Baseline %	Year	Target %		
		F-6	Rate of attendance	89	2023-2025	90		
		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					Embed multi-tier support systems that enhance all students' engagement and wellbeing to maintain the consistency of a safe, happy, and orderly learning environment.	
		Cohort	Focus or factor	Baseline %	Year	Target %		
		F-6	Personal and Social Capabilities	xx	2025	yy*		
		By 2030, increase the percentage positive endorsement to the Attitudes to School Survey factors:					Strengthen the school wide approach to Social and Emotional Learning (SEL) to ensure ongoing and consistent wellbeing support for all students	
		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		

Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes
KIS 1.a	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
Actions	Review teacher knowledge related to adjusting the curriculum for high achieving students by unpacking the reading achievement standards. Build and implement a professional learning plan to develop teacher knowledge of a broader range of curriculum achievement standards in reading.
Evidence of change	Whole School Level Ongoing Literacy assessments will show student learning growth Classroom observations demonstrating use of strategies from professional learning Students will be supported to learn at point of need Students will report higher levels of confidence with Literacy skills Teachers will confidently and accurately identify student learning needs of all their students PLC/PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Classroom Level Students will experience success and celebrate the acquisition of knowledge Teachers will provide students with the opportunity to work at their level using differentiated resources Teachers will provide regular feedback and monitor student progress. Individual and Small Group Level Students in need of targeted academic support or intervention will be identified and supported Students and teachers will have more time to work on content at students' point of need Students will know what their next steps are to progress their learning High Achievers will be identified and be given tailored supports Late indicators: Victorian Curriculum teacher judgements will show increased learning growth in Literacy

	NAPLAN results Students, staff and parent perception survey results SSS factors instructional leadership and collective efficacy will increase AtoSS factors stimulated learning and advocate at school will increase
Tasks	People responsible
Review current reading practices at PLC meetings to determine the impact.	☒ Leadership team ☒ Teacher(s)
During PLC use data to identify and track high achieving students.	☒ Leadership team ☒ Teacher(s)
Develop and implement a professional learning plan for staff.	☒ Leadership team ☒ Team leader(s)
Goal 2	Improve student wellbeing outcomes
KIS 2.a	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.
Actions	Review existing behaviour expectations and processes Review existing Social and Emotional Learning Programs in terms of Personal and Social Capability Frameworks
Evidence of change	Whole School Level • Students will report improved confidence, connectedness and resilience • Students will be able to identify where they can seek support for their wellbeing needs • Increased consistency in the use of tier one and tier two processes within the classroom and yard. • Leaders will support the continuous development of whole school wellbeing approaches • Leaders will be explicit of the processes to support students' wellbeing needs

	Classroom Level - Teachers will create a positive, safe and inclusive classroom environment for all students - Teachers will plan for and implement social and emotional learning, with a focus on confidence, connectedness and resilience - Teachers will recognise, respond and refer students who require wellbeing support Individual and small group level - Students in need of targeted wellbeing support or intervention will be identified and supported
Tasks	People responsible
Develop and implement professional learning around tier one supports and processes.	☑ Leadership team
Review current policies and processes with staff to ensure at risk students are identified and referred appropriately.	☑ All staff
Implement a observation and coaching program where one of the focuses is on consistently using the behaviour management processes.	☑ Leadership team
Ensure that students who require tier two wellbeing support are identified appropriately. Interventions including Psychs in Schools, Dogs Connect, Wellbeing checkins	☑ Leadership team
Create I can statements for the Personal and Social capabilities.	☑ All staff ☑ Leadership team