

# School Strategic Plan 2025-2029

Beechworth Primary School (1560)



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# School Strategic Plan - 2025-2029

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<p><b>School vision</b></p>	<p>VISION At Beechworth Primary School, we nurture every student in a supportive and inclusive environment to thrive.          MISSION At Beechworth Primary School, we are committed to creating an inclusive and engaging learning environment where students develop the values of Respect, Persistence, Safety and Caring. Through innovative teaching, strong partnerships with families, and high expectations, we empower every student to achieve their full potential.          OBJECTIVE Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to drive the key improvement strategies and strive to achieve the goals contained in our SSP.</p>
<p><b>School values</b></p>	<p>VALUES Beechworth Primary School's values are:</p> <ul style="list-style-type: none"> <li>• Respect: At Beechworth Primary School, we demonstrate respect to ourselves, our peers, our teachers and visitors to the school.</li> <li>• Safety: At Beechworth Primary School we seek to make our school community a safe place for students, staff, families and all visitors.</li> <li>• Persistence: At Beechworth Primary School we seek challenges in our education and we work hard towards achieving our goals. We continually grow as individuals and as learners by giving/trying our best in the classroom, in the playground and at home.</li> <li>• Caring: At Beechworth Primary School we strive towards caring for ourselves, others and our environment. We are a caring school community that displays kindness and understanding to others through our words and actions.</li> </ul> <p>SCHOOL MOTTO: Respect, Safety, Persistence and Caring ... Always!</p>
<p><b>Context challenges</b></p>	<p>Beechworth Primary School was established in 1875 and is located in the historic town of Beechworth, Victoria. With approximately 214 students enrolled from Prep to Grade 6, we pride ourselves on our close-knit, supportive environment, where each child is valued and encouraged to reach their full potential. Our dedicated team of educators and support staff work collaboratively to create a learning space that is welcoming, inclusive, and inspiring.</p> <p>At Beechworth Primary School, students identified in the disadvantaged category are supported through whole-school Tier 1 strategies, with Tier 2 interventions implemented as needed. Due to the relatively small number of disadvantaged students at our school, meaningful cohort comparisons are challenging. Additionally, Beechworth Primary receives the minimum threshold of equity funding, which places limitations on the scope of systematic supports that can be provided.</p>

	<p>We currently have a number of students who have been identified as having 'high ability'. Some these students, along side their ability often present with complex needs, sitting with in tier 2 and tier 3. They are supported through our inclusion programs.</p> <p>We acknowledge that Beechworth sits on contested lands, and we are mindful of the challenges this can present in moving forward, particularly given the diverse and, at times, conflicting views within our community. Despite these complexities, we continue to engage thoughtfully and respectfully in reconciliation.</p>
<p><b>Intent, rationale and focus</b></p>	<p>We have a high achieving and high performing school. We aim to further enhance the opportunities for all students, ensuring maximum high performing growth in all areas.</p> <p>Through our School review, the analysis of NAPLAN results, teacher judgement data and survey feedback highlighted the necessity of continuing to prioritise student learning outcomes in the next strategic plan with a focus on extending high performing students, stimulating learning, effective teaching time and developing teacher collaborative practices with a focus on peer observations, planning and feedback. The panel agreed that the work done on introducing and implementing the VTLM 2.0, Victoria's approach to teaching Reading F-2 and Instructional models for Literacy and Numeracy should continue to be embedded and consolidated in the curriculum design and practice of the school over the next 4 years. We concurred that the school should persist in evaluating and refining this model to ensure consistency in classroom practices, allowing for teaching that meets students at their individual points of need.</p> <p>An analysis of the Attitudes to School Survey and discussions with key stakeholders informed the panel that the overall positive endorsements from students were outstanding - outperforming similar schools and Statewide data in nearly every variable. Panel opinion is that a continued focus on maintaining this high performance in wellbeing outcomes should be a priority for the next strategic plan. The panel identified school connectedness, student voice and agency and not experiencing bullying as the key areas through which the school should measure its progress over the next 4 years.</p>

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<b>Goal 1</b>	Optimise the learning growth of every student
<b>Target 1.1</b>	<p>*By 2029, maintain or increase the percentage of students achieving Medium or High relative growth in:</p> <ul style="list-style-type: none"><li>• Reading from 88% (2025) to 88%</li><li>• Writing from 71% (2025) to 75%</li><li>• Numeracy from 67% (2025) to 73%</li></ul> <p><i>*Placeholder target to be confirmed when data available</i></p>
<b>Target 1.2</b>	<p>By 2029, maintain or increase the percentage of Year 5 students achieving the NAPLAN Exceeding proficiency level:</p> <ul style="list-style-type: none"><li>• Numeracy 12% (2025) to 20%</li><li>• Reading and Viewing maintain at 27% (2025)</li><li>• Writing maintain at 15% (2025).</li></ul>
<b>Target 1.3</b>	<p>By 2029, increase the percentage of positive endorsement in the School Staff Survey (SSS) for Teaching and Learning - Practice Improvement module 83% (2025) to 85%.</p>
<b>Target 1.4</b>	<p>By 2029, maintain the percentage of positive endorsement in the Attitude to School Survey (AtoSS) for factors:</p> <ul style="list-style-type: none"><li>• Stimulated Learning at 88% (2025)</li></ul>

	<ul style="list-style-type: none"> <li>• Effective Teaching Time at 90% (2025)</li> <li>• Differentiated Learning Challenge at 92% (2025).</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Refine and embed staff collaborative practices, with a focus on peer observation, planning and feedback.</p>
<p><b>Key Improvement Strategy 1.a</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><b>Key Improvement Strategy 1.b</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>Refine and embed the school's agreed instructional models and practices, aligned to VTLM 2.0.</p>
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	

<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build staff capability to effectively utilise data to design learning to meet each student's point of need</p>
<p><b>Key Improvement Strategy 1.c</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><b>Key Improvement Strategy 1.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Goal 2</b></p>	<p>Optimise the wellbeing and engagement of all students</p>
<p><b>Target 2.1</b></p>	<p>By 2029, maintain or increase the percentage of positive endorsement to the Attitudes to School Survey (AtoSS) for factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 81% (2025) to 85%</li> </ul>

	<ul style="list-style-type: none"> <li>• School connectedness maintained at 91% (2025)</li> <li>• Emotional awareness and regulation from 78% (2025) to 82%</li> <li>• Effective classroom behaviour from 85% (2025) to 88%.</li> </ul>
<b>Target 2.2</b>	By 2029, increase the percentage of positive endorsement to the Parent/Caregiver/Guardian Opinion Survey (PCGOS) for factor Not experiencing Bullying from 77% (2025) to 80%.
<b>Key Improvement Strategy 2.a</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	Build the capacity of students to understand themselves and socially relate to others.
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.b</b>	
	Utilise evidence-based practices to support student mental health.

<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><b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Enhance inclusive teaching practices to support diverse learning needs.</p>
<p><b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.c</b></p>	

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion