



2024 - 2026 Business Plan

A strategic direction for a

**Considerate
Courageous
Community**

5 Hale St Beaconsfield
Western Australia 6162

About Us



Beaconsfield Primary School was established in 1890 and sits high on a hill in Wadjuk Noongar country with sweeping views of the Indian Ocean. Our school emblem is a lighthouse which alludes to not only our physical location, but to the notion that we are a beacon of learning and light in our local community. Our rich history and traditions are supported by our proximity to the cultural hub and historical sites of the City of Fremantle.

At Beaconsfield Primary School, it is our wonderful students and community that make us unique. In addition to our mainstream campus, we have students on our campus at Rottnest Island who enjoy an idyllic island lifestyle, in addition to a number of students in our Intensive English Centre who we welcome from a number of foreign countries. All these factors make Beaconsfield Primary School a dynamic and exciting place.

Students in our school experience the depth of the curriculum, including opportunities to engage in visual arts, music, Italian language and physical education with specialist teachers. Our staff are keen to develop the whole child, and our students are also taught mindfulness, yoga and more recently, sustainability through a critical and creative thinking lens.

Every student in our school knows they are vitally important and are guided and supported by our passionate and child-centred staff. At Beaconsfield Primary School, we pride ourselves on our ability to form close working relationships with parents, carers and external providers in order to ensure every child is set up for success.

We actively embrace our core values of being a Considerate, Courageous Community, and our students are shining examples of this in action.



Our Beliefs

Our community believes students are most likely to reach their potential when:

- they engage with rich, high quality learning experiences with connections to the real world
- they pursue challenging learning goals and have access to the support required to achieve them
- all stakeholders collectively strive for the best outcomes for each child
- they are immersed in safe, engaging and productive learning environments
- all students are afforded equal opportunity to experience success
- school staff are informed, empowered and committed to continuous improvement
- communication between all parties is regular and transparent
- individuality and diversity are recognised and taken into account, including backgrounds, beliefs, abilities and interests
- relationships between staff, families and students are built on trust and respect, and create a welcoming environment for all community members
- staff work collaboratively to improve student outcomes
- school leaders are visible, proactive and approachable



Our Values

Considerate

Actively thinking of others, showing kindness and empathy for all

Courageous

Seeking out challenge, growing through adversity and practising gratitude

Community

Positively representing the school, looking after each other and taking responsibility for ourselves



Our purpose

Children should have as many doors open to them in their future as possible, regardless of where they start in life. As a primary school we aim to equip students with the primary skills required to engage with their world and opportunities in the future and reach their intellectual, social and emotional potential. Our strategic focus areas of *High Quality Teaching & Learning, Student Progress & Achievement, Relationships, Leadership and Learning Environment* outline the school's strategic direction to achieve our shared goals.

High Quality Teaching & Learning

With the support of all other stakeholders, staff take collective ownership for the success of all students through high quality evidence based pedagogical approaches

Objectives

- Establish and maintain a culture of continuous improvement in teaching and learning based on evidence-based practices
- Staff use the Instructional Framework and supporting system resources to consistently deliver high-quality, low-variance explicit teaching across all year levels and learning areas
- Staff aim to be experts in their field, drawing on evidence-based strategies and school support to ensure all students are engaged and learning successfully
- Staff plan and deliver experiences that provide adequate challenge for all students and the support required to be successful
- Prioritise a culture of sharing and showcasing existing high-quality practice in the aim of improving that of others
- Teachers aim to make learning and assessment expectations explicit to students through the use of co-constructed learning walls.

Targets

- All Year 3 and 5 NAPLAN areas are within the expected range or higher as compared to Like Schools
- The percentage of students taking the top pathway in NAPLAN adaptive tests increases compared to 2023
- The school's Instructional Framework and associated practices are points of commendation in the 2025 Public School Review
- When surveyed, at least 80% of students, staff and parents either agree or strongly agree with statements referring to teaching and learning
- All staff are actively involved in coaching and feedback as part of the school's improvement model
- Semester 2 A-E report card data in English and Maths will improve each year of the plan.



Student Achievement & Progress

The effective use of students' progress and achievement information drives quality teaching and learning for all students is a collective responsibility amongst all staff

Objectives

- Develop and maintain a culture of rigorous assessment of self, team, class, cohort and programs using student achievement data
- Support staff in prioritising practices that ensure accuracy of teacher judgement
- Support staff in using data to meet aims of the High Quality Teaching and Learning domain
- Staff use student data to inform both students and parents of their achievement and progress through timely, impactful feedback
- Parents and carers are informed of their children's progress and achievement through collective and individual methods

Targets

- Minimum 95% of IEC students exit after their full term at Level 4 on EAL/D Progress Maps
- Number of students in the 'Strong' and 'Exceeding' proficiency bands are the same as or greater than like schools for all Year 3 and 5 NAPLAN assessments
- Year level teams are autonomously responsible for the upkeep and analysis of cohort data sets
- All teaching and leadership staff use Elastik (Or similar in Early Years) platform assessments to track student progress and achievement between and within years
- The level of content required to be covered in intervention increases over the life of the plan



Learning Environment

The school is a safe, positive and supportive learning environment that allows all students and staff to flourish

Objectives

- Staff are strongly supported by each other, school leaders and the community in delivering programs that improve student outcomes
- Learning spaces are calm, inspiring, inclusive and productive
- Students are supported in meeting high expectations in behaviour, attendance and wellbeing
- Develop and improve learning and play spaces through targeted financial commitments from the school in collaboration with the P&C.

Targets

- Student attendance rates meet or exceed that of Like Schools
- Implement a consistent classroom management method of tracking and acknowledging student behaviour and engagement
- Source a grounds plan owned by the school that identifies and prioritises physical areas for improvement
- Increase in number and quality of learning spaces around the school
- Continue to maintain recognition of 'meeting the standard' in all seven National Quality Standards areas
- When surveyed, at least 80% of students, staff and parents either agree or strongly agree with statements relating directly to the school's learning environment



Relationships

The school culture is one of collaboration, engagement and support across the school. Improving outcomes for all students is the key driver behind all decisions and actions.

Objectives

- Actively develop and maintain positive relationships between students, parents and staff to ensure constructive connection between school, home and the community
- Prioritise and incentivise professional collaborative behaviours amongst the staff body
- Recognise and embrace the unique diversity of the school
- Staff use the Aboriginal Cultural Standards Framework and develop a Reconciliation Action Plan to create a culturally responsive school that welcomes and celebrates partnerships with Indigenous families and community members
- Promote the School Board and P&C as opportunities for families to contribute to school governance and improvement practices

Targets

- Partnerships with external providers (Uniting Care, Anglicare and St Paul's) exist to provide greater opportunity and engagement for identified families in need
- Families are informed of upcoming teaching and learning content through class Connect pages in a consistent manner across and within cohorts.
- The School Culture Survey displays improvement in the community's perception and understanding of the Board's role in school governance.
- At least one event is held per term that brings IEC families into the school grounds together
- All networks in IEC intake area visited by IEC Deputy and/or Principal to inform all schools of the program's purpose
- When surveyed, at least 80% of students, staff and parents either agree or strongly agree with statements relating directly to relationships between school stakeholders



Leadership

School leaders provide vision and strategic direction aimed at improving student outcomes

Objectives

- Growth and development of all staff and students is targeted and supported through meaningful opportunities and effective practices such as performance management
- School leaders have a positive impact on school culture by being proactive, visible and setting an example for others to follow
- Self-assessment processes through staff and School Board effectively and publicly monitor progress towards targets
- Regular opportunities are available for community members to contribute to school assessment and improvement
- Students are provided with opportunities to demonstrate and develop leadership

Targets

- 2025 Public School Review results in a five-year return for exceeding expectations in all domains
- The school is represented in the Cockburn Fremantle Education Network's Future Leader Framework program
- Financial commitment to all school priorities visible in operational and strategic planning
- Student Leadership system and other student voice opportunities mentioned as commendations in 2025 Public School Review
- When surveyed, at least 80% of students, staff and parents either agree or strongly agree with statements referring to school leadership



Considerate



Courageous



Community

